DOCUMENT RESUME

ED 475 087 SO 034 504

AUTHOR	Hayward, Fred M.; Siaya, Laura M.
TITLE	Public Experience, Attitudes, and Knowledge: A Report on Two National Surveys about International Education.
INSTITUTION	American Council on Education, Washington, DC.
SPONS AGENCY	Ford Foundation, New York, NY.
PUB DATE	2001-00-00
NOTE	67p.
AVAILABLE FROM	ACE Fulfillment Service, Department 191, Washington, DC 20055-0191 (Item no. 309181, $20). Tel: 202-939-9300. For full text: http://www.acenet.edu/ bookstore/.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Attitude Measures; *Educational Attitudes; High School Seniors; Higher Education; *International Education; National Surveys; *Public Opinion; Sampling; *Second Languages; Telephone Surveys
IDENTIFIERS	American Council on Education

ABSTRACT

In the past, most colleges and universities have been slow to respond to the effects of globalization and to incorporate foreign languages and international education as a critical part of their expectations for undergraduate learning. The public, in contrast, appears to have different expectations. This report highlights the findings of two national American Council on Education surveys: (1) a telephone sample of people (n=1,006) in the United States, aged 16 or older; and (2) a telephone sample of four-year-college-bound U.S. high school seniors (n=500). These surveys were conducted in cooperation with the Art and Science Group. These two surveys suggest a growing public interest in international issues and events, along with the recognition that international knowledge and skills are increasingly important to daily life and the Unites States success in the global economy. The report is divided into six sections: (1) "Executive Summary"; (2) "Introduction"; (3) "International Experience and the American Public" (International Travel; Foreign Language Skills; Interest in International News); (4) "Attitudes about the Impact of Globalization, International Knowledge, and Skills" (Impact of Globalization; Public Perceptions of the Role of the U.S. in International Affairs; Professional Relevance and Benefits of International Education; Foreign Language Learning; Selecting a College or University; Higher Education as a Provider of International Skills and Knowledge; Study Abroad and International Internship Opportunities; Opportunities to Interact with Foreign Students); (5) "Knowledge about the Rest of the World" (Political Leaders and Places; Political Knowledge; Economic Knowledge; Overall Trends in International Knowledge; Political and Economic Knowledge Indexes); and (6) "Conclusion." Appended are: (1) The Art & Science Group/ACE Survey of College-Bound High School Seniors; (2) Survey of International Experience, Attitudes, and Knowledge; and (3) Art & Science Group/ACE National Survey on Students' International Experience, Interest, and Attitudes on International Education Opportunities. (Contains 49 notes, 2 tables, and 39 figures.) (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 087

Public Experience, Attitudes, and Knowledge:

A Report on Two National Surveys *About* International Education

Fred M. Hayward
Laura M. Siaya

Funded by The Ford Foundation

SO 034 504

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. F. Green

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ACE
American Council on Education

A free electronic version of this report is available through www.acenet.edu/bookstore/

2

BEST COPY AVAILABLE

Copyright © 2001
American Council on Education

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

American Council on Education
One Dupont Circle NW
Washington, DC 20036
Fax: (202) 833-3005

Additional copies of this publication are available by sending a check or money order for $20 to the following address:

ACE Fulfillment Service
Department 191
Washington, DC 20055-0191

Item Number: 309181

Table of Contents

Executive Summary	1
Introduction	5
International Experience and the American Public	7
International Travel	7
Foreign Language Skills	11
Interest in International News	14
Attitudes About the Impact of Globalization, International Knowledge, and Skills	17
Impact of Globalization	17
Public Perceptions of the Role of the United States in International Affairs	17
Professional Relevance and Benefits of International Education	19
Foreign Language Learning	20
Selecting a College or University	21
Higher Education as a Provider of International Skills and Knowledge	22
Study Abroad and International Internship Opportunities	24
Opportunities to Interact with Foreign Students	25
Knowledge About the Rest of the World	27
Political Leaders and Places	28
Political Knowledge	31
Economic Knowledge	32
Overall Trends in International Knowledge	32
Political and Economic Knowledge Indexes	36
Conclusion	41
Notes	43
Appendix A	47
Appendix B	49
Appendix C	55

BEST COPY AVAILABLE

This report is part of a larger project, funded by the Ford Foundation, called, "Mapping the Landscape: A Status Report on the International Dimensions of U.S. Higher Education." While the authors are responsible for the contents of this report, the project benefited greatly from the comments and views of many ACE staff members, including Michael Baer, Madeleine F. Green, Barbara Turlington, Jacqueline King, Peter Eckel, David Engberg, Melanie Corrigan, Eugene Anderson, and Maura Porcelli. We also would like to give a special thanks to Rick Hesel and Leo Simonetta, Art & Science Group, for their willingness to share data and additional information during the writing of this report.

Figures and Tables

International Experience and the American Public

Figure 1	Locations Visited	8
Figure 2	Reasons for Traveling Outside the United States	9
Figure 3	Longest Period of Time Spent Traveling Outside the United States	9
Figure 4	Travel Outside the United States, by Age Group	10
Figure 5	Travel Outside the United States, by Income Group	10
Figure 6	Travel Outside the United States, by Educational Level	11
Figure 7	Respondents' Proficiency in Additional Languages	12
Figure 8	Respondents Who Speak Another Language, by Age Group	12
Figure 9	Enrollments in Spanish Compared to Other Languages, 1960–1998	13
Figure 10	Interest in the News	15
Figure 11	Interest in International News, by Travel Experience	15

Attitudes About the Impact of Globalization, International Knowledge, and Skills

Table 1	International Issues and Events Have a Direct Impact on My Daily Life	17
Figure 12	The United States Should Take an Active Part in World Affairs	18
Figure 13	Agree that the United States Should Take an Active Role in World Affairs, by Educational Level	18
Table 2	How Important Will...	19
Figure 14	Benefits of Study Abroad and International Experience	20
Figure 15	Importance of Speaking a Foreign Language to Compete Successfully in a Global Economy	21
Figure 16	The Importance of Offering International Programs	22
Figure 17	Curriculum Requirements	22
Figure 18	Motivation for Student Interest in International Courses and Programs	23

Figure 19 Support for Student Work or Internship Experience Abroad, by Age Group 24
Figure 20 Why Not Study Abroad? 25

Knowledge About the Rest of the World

Figure 21 Countries that Border the United States 28
Figure 22 Who Is the Current Prime Minister of Great Britain? 29
Figure 23 Occupation of Vicente Fox 30
Figure 24 Locations of U.S. Peacekeeping Troops 31
Figure 25 Country that Has Not Yet Developed Nuclear Weapons 32
Figure 26 With What Is NAFTA Primarily Concerned? 33
Figure 27 Which Country Receives the Most Foreign Aid from the United States? 33
Figure 28 General International Knowledge Index 34
Figure 29 General International Knowledge Index, by Age Group 34
Figure 30 General International Knowledge Index, by Income Group 35
Figure 31 General International Knowledge Index, by Educational Level 35
Figure 32 General International Knowledge Index, by Travel Experience 36
Figure 33 General International Knowledge Index, by Language Ability 37
Figure 34 Knowledge Indexes, by Age Groups 37
Figure 35 Economic Knowledge Index, by Travel Experience 38
Figure 36 Political Knowledge Index, by Travel Experience 38
Figure 37 Economic Knowledge Index, by Attention to the News 39
Figure 38 Political Knowledge Index, by Attention to the News 39
Figure 39 Knowledge Indexes, by Educational Level 40

Executive Summary

Globalization is increasingly apparent in our daily lives in the United States, in the food we buy, ownership of the companies for which we work, and the price we pay for gasoline. Higher education, too, has been affected by globalization. Unfortunately, as illustrated in a recent American Council on Education (ACE) report, *Preliminary Status Report 2000: Internationalization of U.S. Higher Education*, most colleges and universities have been slow to respond to the effects of globalization and incorporate languages and international education as a critical part of their expectations for undergraduate learning. The public, in contrast, appears to have quite different expectations.

This report highlights the findings of two national ACE surveys–a telephone sample of 1,006 Americans aged 18 and older, and a telephone sample of 500 four-year-college-bound high school seniors, carried out in cooperation with the Art & Science Group. The public survey examines international experiences and attitudes regarding the importance of international education, as well as global knowledge. The student survey tests international experience, attitudes about international education at the postsecondary level, and intentions to participate in international education. Each survey is intended to inform higher education institutions about the importance Americans place on international learning opportunities.

International Experience

Americans are surprisingly well-traveled, with 55 percent of national and 62 percent of student survey respondents reporting that they had crossed international borders at least once. While almost two-thirds of these sojourns were to Canada and Mexico, Europe as a whole (35 percent) and the United Kingdom in particular (24 percent) were also popular destinations, indicating a preference for travel close to home or to western destinations. Because vacations are the primary motivation for foreign travel, international exposure for most respondents was limited to a period of two weeks or less. Interestingly, 17 percent of those reporting international travel had been abroad for a year or longer, nearly half as members of the U.S. armed forces. Level of education was the most significant predictor of international travel: More than 75 percent of the college graduates had been abroad, a percentage more than twice as high as people who had not finished high school.

Asked about their ability to speak a language other than English, 17 percent of the national survey respondents claimed a working fluency in another language, while 48 percent professed to be fairly or at least somewhat proficient. Both figures are a substantial drop from the 58 percent found in a previous survey of foreign language proficiency done in 1988. Ninety-eight percent of the students reported having taken a foreign language in primary or secondary school, with the majority planning to take additional language courses in college.

Despite the linguistic interest and ability demonstrated by this group, colleges and universities nationwide continue to decrease foreign language requirements. The study found that people who speak multiple languages are more likely to travel abroad than those who do not. Young people (18 to 24 year olds) claimed the greatest facility with foreign languages.

Sixty-four percent of the national sample reported that they follow international news events, substantially less than those interested in local (89 percent) and national (82 percent) news. Interest in world affairs is higher for people with foreign travel experience, with a quarter more than those who have never been abroad indicating that they follow international news. Respondents with college and university degrees demonstrated a greater interest in news events beyond our national borders than those without them.

International Attitudes

Do Americans believe globalization impacts their daily lives? Results from a series of attitudinal questions about international issues and events indicate a public that seems increasingly informed (in some but not all areas) and interested in what happens beyond U.S. borders. Eighty percent of the national survey respondents believe that the United States should be involved in world affairs, an increase of nearly 15 percent from five years ago. Asked how necessary knowledge of international issues will be for their career in 10 years, more than half considered it somewhat or very important. Commenting on its importance to the professional careers of future generations, positive response jumped to 90 percent. Informants from the student survey were similarly disposed–more than 80 percent believed that international skills and competencies would help them work with people from different cultures and provide a competitive edge when transitioning into the workforce.

The shift in attitudes toward international knowledge is further evidenced by the public's support of foreign language training. Over 85 percent of the national survey respondents indicated that knowledge of a foreign language was important–a significantly higher percentage than was found in a Gallup Poll conducted some 20 years ago. Eighty-five percent also believed that knowing a foreign language would help them find a better job. Three out of four students reported that proficiency in a second language was important to them, while 85 percent said that the availability of foreign language classes would be a factor in their selection of a college or university.

Consistent with their belief in the importance of foreign languages, more than 75 percent of the national survey respondents stated that foreign language training should be mandatory for secondary school students, and more than 70 percent were in favor of making it a requirement at colleges and universities. The public was even more adamant that higher education institutions require general courses covering international topics, and nearly three out of four respondents believed it important that students study or participate in an internship abroad at some point. The preferences of college-bound high school students are especially interesting in this regard. Eighty-six percent said they planned to participate in international courses or programs, and almost 50 percent expressed an interest in study abroad. That is a substantially higher rate than the 3 percent who currently go abroad and, if these preferences materialize, even somewhat, presages a substantial increase in demand.

The availability of other forms of campus-based international preparation was also important. Nearly eight out of 10 national survey respondents remarked that the presence of international programs would positively influence the choice of college or university for them or their children. Similar sentiments prevailed among the students surveyed. More than 70 percent considered it important that the institution they attend offer foreign language and international courses, study abroad

programs, and opportunities to interact with foreign students. Eighty-six percent of the national survey respondents agreed that having international students on campus enriches the learning experience of American students. The importance given to international learning opportunities by both students and the public suggests that institutions with robust international offerings will have a competitive advantage in attracting future students.

International Knowledge

For years, studies of Americans' international knowledge have shown how poorly we do when compared to the citizens of other countries. To test whether an increase in interest toward international education translates into an increase in knowledge, respondents were asked a series of questions to gauge international knowledge. Respondents to the national survey were asked questions about international leaders, geography, history, and current issues, many of which had been asked in previous surveys. The results were mixed. Many responses showed an increase in public knowledge, while others showed a decrease. Education was the most important indicator of international knowledge, with college graduates correctly answering more questions than any other population group. Age and income, though less strong, also showed a positive correlation with international knowledge.

In an effort to measure the public's overall level of international awareness, all the responses were aggregated to create an international knowledge scale. The results showed level of education to have the most significant impact on response success: Out of 15 questions, respondents with less than a high school degree averaged fewer than five correct answers; high school graduates, just under seven; and college graduates, nearly 10. Travel abroad had the strongest positive impact on international knowledge–a finding that has important implications for proponents of study and internships abroad. Although survey findings demonstrate growing interest in world affairs, the overall level of Americans' international knowledge remains low. Thus, to date, heightened interest in international issues does not translate into greater knowledge.

Conclusion

Fueled by the forces of globalization, national interest in the world outside our borders is shifting. These two surveys suggest a growing public interest in international issues and events, along with the recognition that international knowledge and skills are increasingly important to both daily life and our nation's success in the global economy.

Related to these sentiments, and strongly supported by both the student and national surveys, is the belief that colleges and universities should provide international education opportunities for all students. In particular, the public supports requirements for foreign languages and courses that include an international dimension, and believes it important that students have access to international study and internship opportunities.

High school students poised to enter postsecondary education mirror these sentiments. With significant existing exposure to foreign cultures and languages, they will increasingly arrive at colleges and universities expecting international training to be available. In this climate, institutions will need to meet their demands, on campus and abroad, or risk losing students to colleges and universities that do. It is clear that students, parents, and the public are looking to higher education to provide strong international and language programs.

Much work remains to encourage and build a more informed U.S. public. As creators and providers of knowledge and skills, higher education institutions are widely held to be central to this effort. These surveys demonstrate high levels of support for international education. It is up to colleges and universities to be creatively responsive to national needs and public expectations.

Introduction

The consequences of globalization[1] for the United States are increasingly apparent in our daily lives, in ways ranging from multilingual labels on our favorite products to the purchase of a major U.S. auto maker by a foreign corporation. Higher education, too, has been affected by globalization in many ways, yet its impact on the internationalization of our campuses is unclear. Indeed, much of higher education seems to have ignored globalization as far as the curriculum and co-curriculum are concerned. When ACE looked at the extent of international education[2] in 1986–87, the results were disappointing, finding surprisingly low levels of internationalization in undergraduate education.[3] Since that time, there has been a great deal of discussion about the global institution and the need for undergraduates to be globally competent–that is, able to function in a multicultural and shrinking world. Indeed, most college and university presidents have endorsed internationalization as a high priority and some institutions have made major efforts to internationalize their undergraduate programs and to define what that really means in terms of liberal learning and professional preparation.[4] Aware of these efforts, and having heard the rhetoric escalate over the past five years, ACE launched a major project designed to map the current state of internationalization at the undergraduate level.

Our recent review of the situation, *Preliminary Status Report 2000: Internationalization of U.S. Higher Education*, suggests that the level of internationalization at the undergraduate level in U.S. colleges and universities remains disturbingly low–largely unchanged since ACE did its last review in 1986–87.[5] Language enrollments as a percentage of total enrollments are lower than they were in the 1960s and early 1970s, and fewer colleges and universities require language, either for admission or graduation, than in the 1960s (though there has been a slight improvement in the last few years). Only 7 percent[6] of U.S. students have what one Department of Education study regards as a minimal level of global preparedness.[7] Staffing levels in foreign languages appear to have declined, and far too few of our students (about 3 percent) are participating in study abroad in the course of their undergraduate careers.[8]

While some of the decline can be attributed to a reduction in federal funding for international education–which fell by about 40 percent between 1990 and 2000–and a reduction in state support since the 1980s, that does not explain the overall decline. Although college and university presidents express stronger commitments to international education than they did a decade ago, that commitment does not seem to translate into an action agenda on campus. Low levels of faculty, staff, and student interest might be affecting the level of student participation. Is today's campus climate less conducive to international education than it was in the 1960s? Are there other factors contributing to low levels of student participation in the international

curriculum and co-curriculum? Is international education perceived as an asset for employment and a contributor to professional success? Another explanation for low levels of internationalization could be that there is limited public support for language and international training at the college level, and thus little or no pressure on colleges and universities to increase their international offerings. A lack of public interest might well be reflected in the attitudes and priorities of primary and secondary students, dampening student demand for international and language courses among high school graduates. That, too, would go a long way toward explaining the current state of international education and the lack of a sense of crisis about it.

To understand the current context of low levels of internationalization, ACE undertook two surveys during 2000 to determine attitudes and experiences concerning international education among the public and students about to enter four-year colleges and universities. Is the public indifferent to the rest of the world? Do people believe that globalization affects their lives? Have people traveled or worked abroad? Do they speak another language? What role do they see for higher education in providing language and international training?

To answer these questions, we first surveyed a national sample of individuals 18 years and older in September 2000 and asked respondents about their international experiences, attitudes, and knowledge.[9] We also were interested in their level of language competence, their perceptions about the importance of speaking multiple languages, their support for international initiatives in higher education, and their knowledge of international events, places, and languages.

The second survey, carried out in cooperation with the Art & Science Group, took place in August 2000. It polled a national sample of 500 four-year-college-bound high school seniors about their previous international experience, their attitudes about international education, and their intention to participate in future international education opportunities. Would the public's attitudes and experiences be similar to those of college-bound high school students? Do students plan to participate in international activities once they reach the college or university? What international experiences do they already have when they enter the college or university? We expected the results of these surveys to help explain the low levels of internationalization we had found on U.S. college and university campuses.

The survey results were significantly different from anticipated. In both surveys, we found a surprisingly high level of international experience, with more than half the respondents having traveled abroad. Forty-two percent of the public said it spoke a language other than English, and fully 98 percent of the student sample reported studying a language in high school. Far from seeing the high school language experience as the end of the line, 57 percent of these students reported they planned to continue their language instruction in college.

Similarly, in contrast to other polling data over the last several decades, the vast majority of people in the national sample (80 percent) felt that the United States should be actively engaged in international affairs. Two-thirds reported that international issues and events had a direct impact on their daily lives. Respondents in both samples suggested that people expected higher education to play a major role in international education. These are neither the isolated Americans of an earlier period nor people without opinions about the role of international education in college. For the vast majority, what colleges and universities offer by way of international education is very important to their decisions in choosing a college. With this overview as context, let us examine the findings of these two surveys in more detail.

International Experience and the American Public

A great deal of attention has been given to assertions about the isolationist tendencies of the American public.[10] To what extent are Americans isolated from the rest of the world? How much experience do they have with other countries and languages? How much have they traveled outside the United States? How well can the public communicate in other languages? In both the national survey and the *studentPOLL* survey, respondents were asked about their experiences traveling abroad, if any, and about their foreign language skills. Similar to other surveys, the ACE National Survey included questions about public interest in the news, especially international news.

International Travel

The percentage of the population that has traveled abroad surprised us. More than 55 percent of those surveyed in the ACE National Survey reported they had traveled outside the United States at least once. An even higher percentage in the *studentPOLL* survey (62 percent) reported they had traveled outside the United States. Most of the students (52 percent) had traveled with their families. One in four reported having traveled abroad with a school group. Thus, the overwhelming majority of these students had direct international experiences when they entered U.S. colleges and universities in the fall of 2000. In contrast to previous assumptions, we found that the public, including students, appears to be quite mobile, with substantial opportunities for direct contact with other cultures and people.

Where did the 55 percent of the U.S. public go when they traveled abroad? A majority traveled to neighboring countries, with 67 percent going to Canada and 66 percent to Mexico and/or the Caribbean (see Figure 1, page 8). Other popular destinations include Western Europe (32 percent) and the United Kingdom and/or Ireland (22 percent). Almost 17 percent went to Asia, and 16 percent traveled to Eastern Europe and/or Russia. Only 6 percent had been to Africa and 9 percent to the Middle East or North Africa. While the breadth of travel is noteworthy, the major destinations were either in this hemisphere or in Europe.

Why do people go abroad and how much time do they spend at their destinations? A two-week vacation in Canada would be a very different experience from a two-year stint as a Peace Corps volunteer in Botswana. The majority of people (78 percent) traveled abroad for vacations, 26 percent for work (other than the military), and 25 percent for military service (see Figure 2, page 9). More than 5 percent of respondents said they had traveled to study abroad and about 2 percent for voluntary service (such as in the Peace Corps).

Because vacations were the primary motivation for travel, it is not surprising that 67 percent of those who traveled abroad (39 percent of the total sample) reported that their longest stay was less than a month

(see Figure 3). Of these, almost 38 percent stayed abroad for less than two weeks. At the other end of the spectrum, there was also a larger than expected number of people with extensive travel experience. More than 17 percent said they had traveled abroad for longer than a year; those in the military comprised almost half of this group.

The *studentPOLL* survey tapped preferences for where students would like to travel for a study abroad experience. Among those who expressed an interest in study abroad, the overwhelming majority (62 percent) indicated they would prefer to study in a European country. Historically, Europe has been the most popular study abroad destination for students.[11] While recent data suggest that other regions, such as Latin America, are gaining in popularity, Europe remains the undeniable leader, with other regions a distant second.

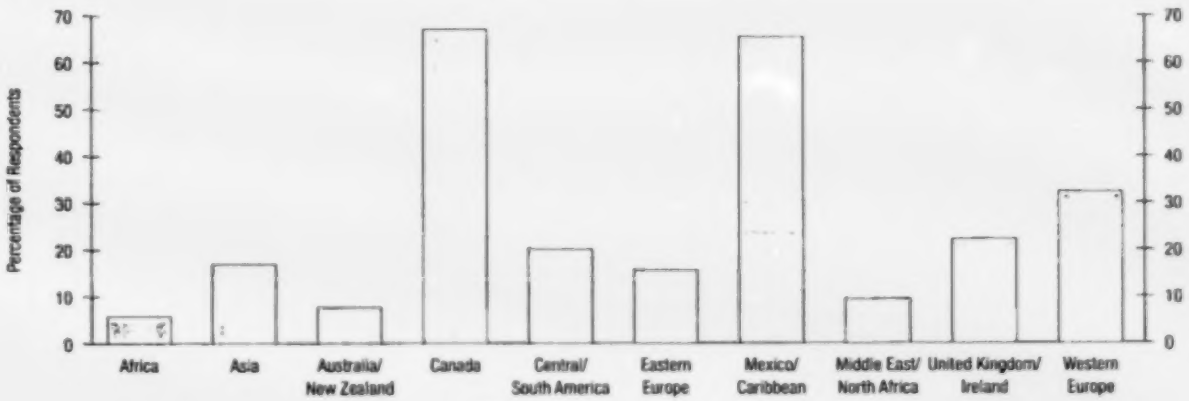
Students expressed strong preferences to study or work abroad. Fifty-nine percent of the students who participated in the *studentPOLL* survey indicated they would like to study or intern abroad for a semester. An additional 18 percent said they would like to go just for the summer, while another 9 percent indicated they preferred only a few weeks. Eleven percent said they would want to go abroad for one year.[12]

Travel outside the United States has a strong correlation to age and income. The older a person is, the more likely they have traveled abroad, until the age of 65 when there is a slight drop in the likelihood of foreign travel (see Figure 4, page 10). Income also shows a positive relationship with travel abroad, with the impact greater at lower income levels (see Figure 5, page 10). Fewer than two out of five people earning under $20,000 have traveled outside the United States, while more than two-thirds of people earning $40,000 or more have traveled abroad. In the *studentPOLL* survey, almost all the respondents were from families above that level, which may explain why only 11 percent of students reported cost as a reason they did not expect to study abroad. It has commonly

Figure 1

Locations Visited

(n=574)*



*Multiple answers given

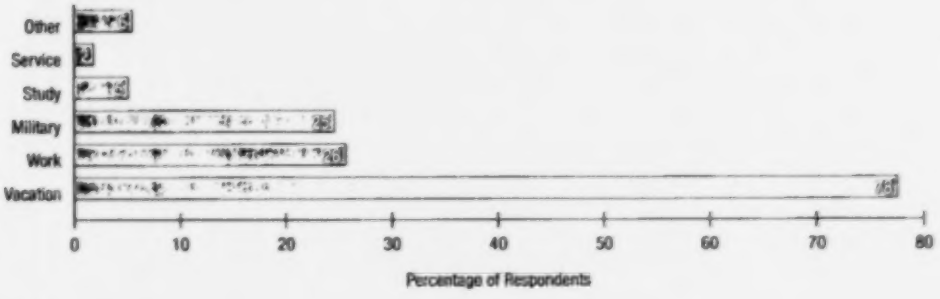
Source: American Council on Education

been thought that student opportunities for travel experiences are closely constrained by finance, but as we will see in more detail later, while cost remains a factor, other issues are more important.

Educational level has a stronger correlation to whether a person will travel abroad than either age or income (see Figure 6, page 11). Less than 30 percent of people without a high school diploma have traveled abroad. Compared to this group, those with some college education are more than twice as likely to have traveled abroad. Over 75 percent of college graduates have traveled abroad.

Figure 2

Reasons for Traveling Outside the United States
(n=538)*

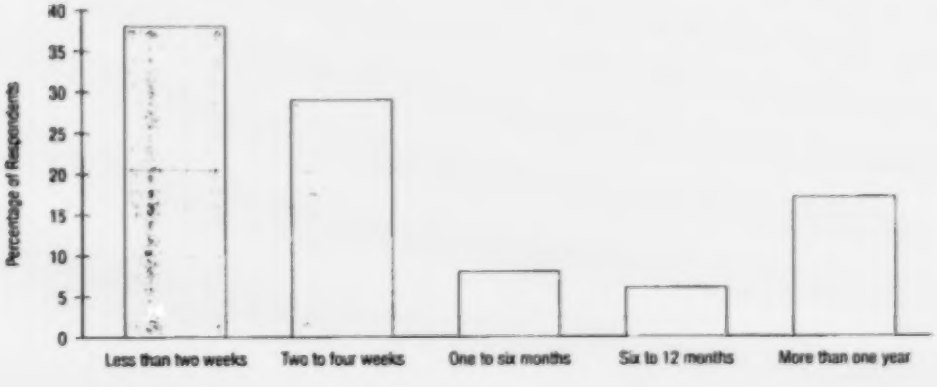


*Multiple answers given

Source: American Council on Education

Figure 3

Longest Period of Time Spent Traveling Outside the United States
(n=574)

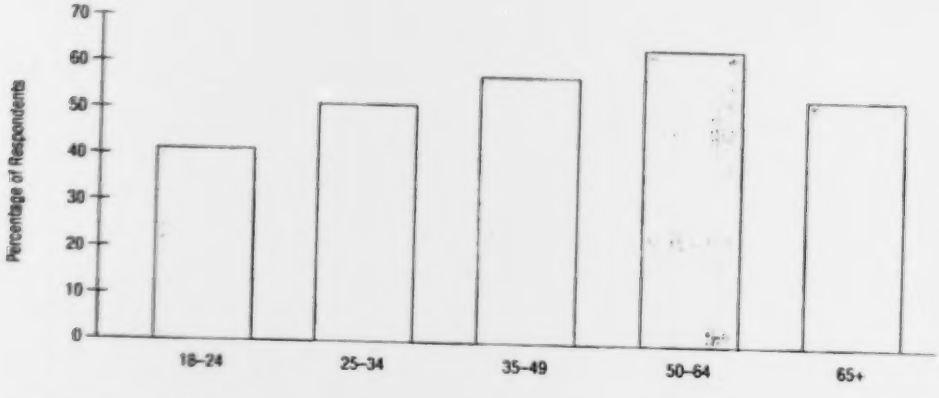


Source: American Council on Education

Overall, the respondents in both surveys demonstrated a substantial amount of international experience, although for most of them it seemed to have limited depth. The majority of the international travel was short-term, with most of it to Mexico and Canada, although significant numbers had been to Western Europe, Central and/or South America, and Russia and/or Eastern Europe. Age, income, and educational level affect whether or not people travel outside the United States, with educational level exerting the greatest impact.

Figure 4

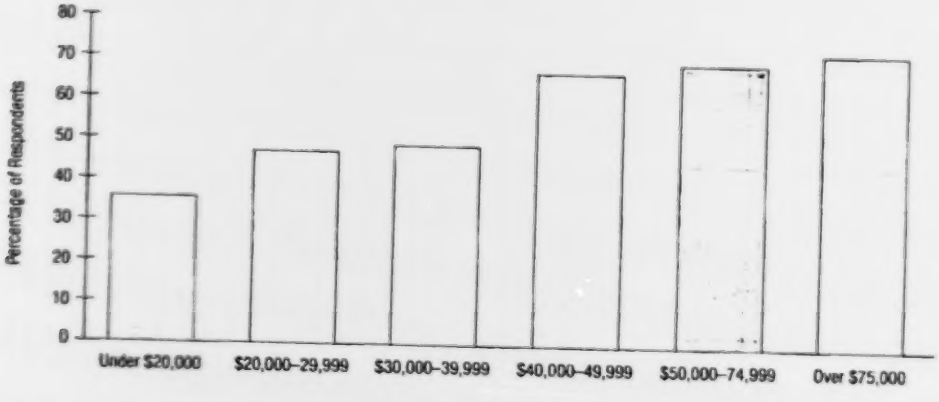
Travel Outside the United States, by Age Group



Source: American Council on Education

Figure 5

Travel Outside the United States, by Income Group



Source: American Council on Education

Foreign Language Skills

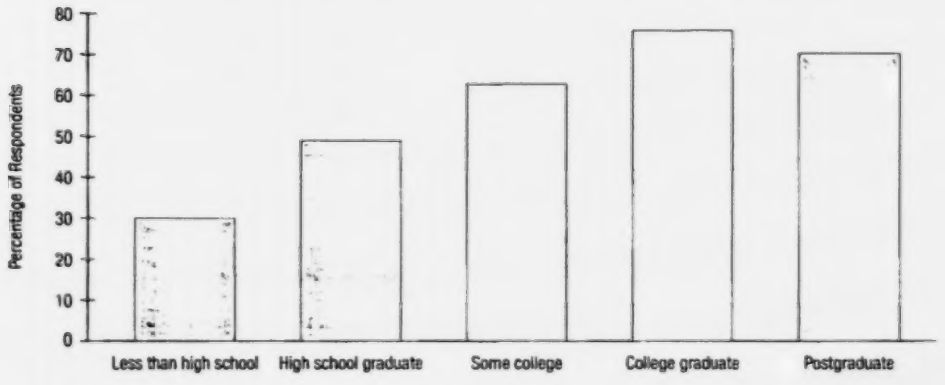
Learning a foreign language enables people to be exposed to another culture and often makes them aware of issues and perspectives that would otherwise have escaped their attention. In the national survey, people were asked, "Is there at least one language other than English that you can speak at least somewhat?" Forty-two percent of the total sample said yes. This is down significantly from 58 percent in the 1988 Gallup survey.[13] The Gallup question had an even higher threshold than we did, using "speak fluently" versus our "speak at least somewhat well."

We went on to ask those with a positive response about their level of proficiency (see Figure 7, page 12). Of those who said they spoke a language other than English, 17 percent said they could speak that language fluently (just over half of those reported they were native speakers). The drop from 58 to 17 percent in just 12 years is hard to explain, and leads us to wonder whether the wording of the Gallup question led to responses that overstated the number of people who speak another language fluently.[14] Even if we add the additional 16 percent in the ACE National Survey who reported that they spoke another language fairly well, we only come up with 33 percent saying they spoke with some level of fluency. As can be seen in Figure 7, another 32 percent said they spoke a second language somewhat well, while the remaining 35 percent reported that they did not speak a second language well at all. It is hard to evaluate these self-assessments of language ability and what they mean in terms of actual competency. Around the world, people generally understate their language ability, but there is some evidence that this is not true of Americans. Among Hispanics, a majority reported they were fluent in their second language. This is not surprising, given the preservation of Spanish in many U.S. communities over several generations and the large-scale immigration of Spanish speakers into the United States over the last 10 years.[15]

Learning a foreign language and traveling outside the United States have a strong association, although it is not clear from these data which is cause and which is effect. Those who know a language other than English are

Figure 6

Travel Outside the United States, by Educational Level



Source: American Council on Education

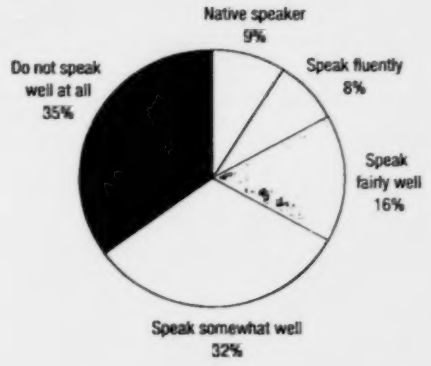
almost twice as likely to have traveled abroad as those who do not. About 7 percent of the group are foreign born and 78 percent of those report having traveled abroad. A person's skill level in a foreign language does not seem to affect whether he or she travels abroad. What seems to be important is that the person has some familiarity with another language.

Not surprisingly, education has a strong correlation with foreign language learning, except at the highest levels of education where the percentage who speak a second language drops slightly. Males and females show the same level of foreign language experience. This is surprising in that larger numbers of women historically have enrolled in foreign language courses. Foreign language skills appear to have a negative relationship with age (see Figure 8). The age group with the largest number of people who speak at least one language other than English is the youngest category–the 18 to 24 year olds. In this age group, more than 50 percent of respondents said they could speak another language, compared to just over 30 percent among those over 50 years old. Since language enrollments in higher education have decreased in proportion to the total population over the last several decades, the relationship between age and language probably

Figure 7

Respondents' Proficiency in Additional Languages

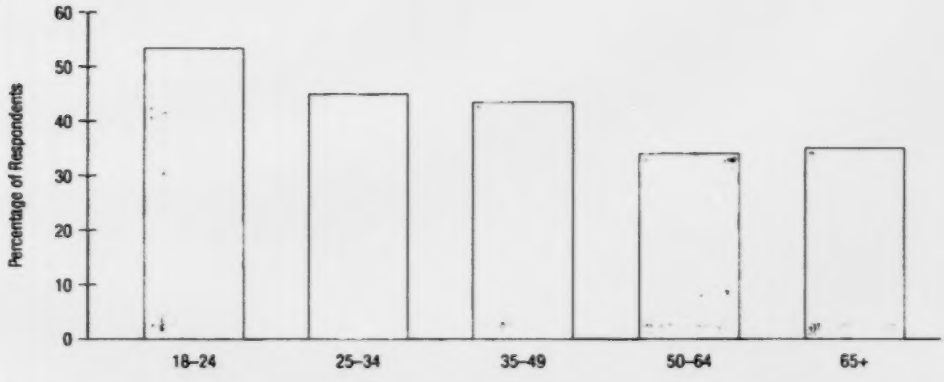
(n=424)



Source: American Council on Education

Figure 8

Respondents Who Speak Another Language, by Age Group



Source: American Council on Education

reflects increased immigration plus the increase in language training in primary and secondary schools. That interpretation is supported by the results of the *studentPOLL* survey of high school seniors, in which almost all students reported they had studied a foreign language.

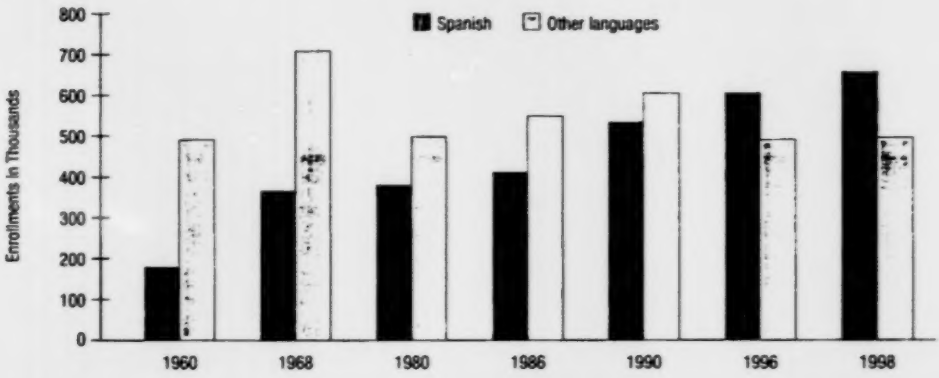
An additional, striking finding from the *studentPOLL* survey was that over half (57 percent) of the students said they planned to study a foreign language in college. This suggests that language training in primary and secondary schools has not discouraged further language study. Indeed, a recent study by the Educational Testing Service (ETS) found that, contrary to the assumption that Advanced Placement (AP) was being used to avoid taking languages in college, more than half of all AP students enroll in language courses at the postsecondary level–and they are more than twice as likely to take language courses compared to non-AP students.[16] The most popular language among students was overwhelmingly Spanish, followed by French, which came in a distant second. Spanish grew from 32 percent of the total language enrollment in 1968 to more than 60 percent today (see Figure 9).

The *studentPOLL* survey suggests that recent incoming college and university students have more language training than in the past.[17] If the trends in high school language enrollments continue, along with preferences for additional language instruction in college, there should be a substantial increase in language enrollments in U.S. higher education in the near future. The level of interest among incoming freshmen in continuing foreign language studies is especially encouraging and suggests that colleges and universities would do well to think about how to help maintain this interest and prepare for the possibility of increased enrollments in foreign languages. While the national survey indicates higher national levels of language ability than we expected (at 42 percent), the language ability of the general public remains strikingly low compared to multilingualism in Europe or Africa.[18]

About two-thirds of students said they would be somewhat or much more likely to participate in a study abroad program if there

Figure 9

Enrollments in Spanish Compared to Other Languages, 1960–1998



Source: American Council on Education

were a foreign language requirement. Most of the students also reported that they would prefer to be taught in the host language for all or part of their study abroad courses. The national survey shows a strong relationship between education and both second language competence and travel abroad. It highlights the importance of our educational system in providing and enhancing the international experience of our students.

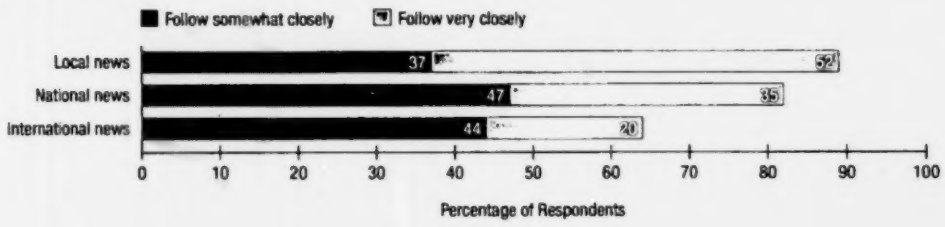
Interest in International News

To gauge public interest in international issues and events, we wanted to know to what extent people paid attention to international news and how that compared with their interest in local and national news (see Figure 10). In the ACE National Survey, respondents were asked to estimate how closely they follow local, national, and international news.

While interest in international news lags behind interest in local and national news, the majority of the public, 64 percent, said they follow international news very or somewhat closely. Eighty-two percent closely follow the national news and 89 percent follow local or state news. This pattern conforms to past studies that show the highest interest in local news, followed by national news, with international news drawing the lowest level of interest.[19] It also mirrors a Gallup Poll done in May 2000 that reported 65 percent of respondents follow news about foreign countries.[20] There is no significant difference by gender in expressions of interest in international news. Speaking a foreign language does not seem to impact whether one follows international news or not, but travel abroad is a factor (see Figure 11). Almost 75 percent of those who have traveled abroad report that they very often or sometimes follow international news, compared to slightly over 50 percent of those who have not traveled abroad. Higher educational levels are positively associated with how much interest people show in local and national news, though this is not the case for age or income level.

Figure 10

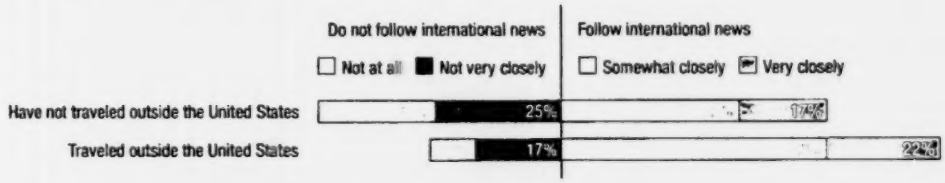
Interest in the News



Source: American Council on Education

Figure 11

Interest in International News, by Travel Experience



Source: American Council on Education

BEST COPY AVAILABLE

Attitudes About the Impact of Globalization, International Knowledge, and Skills

Findings in the *Status Report 2000*, noted earlier, showed a continuing pattern of low levels of internationalization in U.S. undergraduate education. Was this a reflection of the general lack of public interest in the rest of the world? Did people feel global issues and events affected their lives? Did they think international skills and knowledge are important? Did they believe that higher education has a role in providing training about the rest of the world? We assumed that part of the explanation of the low level of internationalization at U.S. colleges and universities was a lack of interest on the part of the general public. If international knowledge and skills are not broadly valued, why should we expect them to be emphasized by our colleges and universities? On the other hand, since the majority of the public had traveled, and more than 40 percent reported some skill in another language, would these experiences be reflected in more positive attitudes about the importance of other languages and greater knowledge about the rest of the world?

Impact of Globalization

To what extent did people believe that international issues and events in other parts of the world were directly affecting them? This is the other side of the equation–the extent to which the international world is seen as impacting the daily lives of U.S. citizens. The majority of the public (68 percent) agreed that international issues and events had a direct impact on their daily lives (see Table 1). Of those, 26 percent strongly agreed. In contrast, 30 percent disagreed, with 12 percent strongly disagreeing. There is only a slight relationship between recognition of the effects of globalization and travel outside the United States. Even those who stay at home recognize the impact of international issues and events on their daily lives.

Public Perceptions of the Role of the United States in International Affairs

Over the years, the U.S. public has expressed only limited interest in international affairs and largely believed that this area should be left up to the president and other national leaders.[21] By the early 1990s, a majority of the population was supporting an active U.S. role in world affairs, although 30 percent of the population continued to believe the country should stay out of international affairs.[22] The

Table 1

International Issues and Events Have a Direct Impact on My Daily Life

Response	Percentage
Strongly agree	26%
Somewhat agree	42%
Somewhat disagree	18%
Strongly disagree	12%
No opinion	2%

Source: American Council on Education

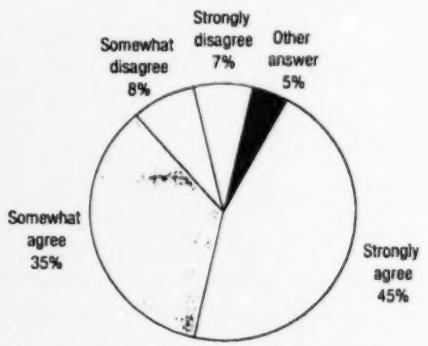
responses in the national survey in 2000 were even more supportive toward U.S. involvement. We asked if people agreed or disagreed with the statement, "The United States should take an active part in world affairs." Eighty percent agreed while only 15 percent disagreed (see Figure 12).

Agreement was broadly based, cutting across gender, age, income, region, education, and race. Support for an active U.S. role in world affairs increased with level of education (see Figure 13). College graduates and postgraduates show the strongest support; approximately 90 percent of respondents in both these groups support U.S. involvement, while over 60 percent strongly support it. People who have traveled abroad or speak another language also are more likely to agree with the statement.

The national survey findings show an increasing level of support for active U.S. participation in world affairs, growing from low levels during the 1950s and 1960s, to about 65 percent in the mid-1990s, to 80 percent currently, and confirm the shift noted by Kull and Destler in *Misreading the Public: The Myth of a New Isolationism*.[23] The findings suggest that we are entering an era in which the U.S. public is both better informed and much more interested in what goes on in the rest of the world. The public is aware of the

Figure 12

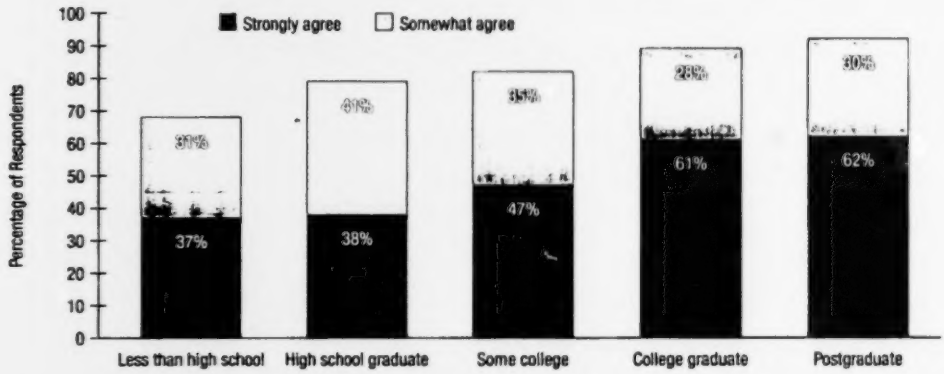
The United States Should Take an Active Part in World Affairs



Source: American Council on Education

Figure 13

Agree that the United States Should Take an Active Role in World Affairs, by Educational Level



Source: American Council on Education

BEST COPY AVAILABLE

effects on their lives of an increasingly internationalized economic, social, and political environment, expects the United States to be an active partner in international affairs, and sees higher education as having a major responsibility to prepare students for new and constantly changing international situations–in particular, providing the knowledge, skills, and cultural understanding needed in an increasingly globalized world.

Professional Relevance and Benefits of International Education

The public perceives that international affairs play an important and growing role in their lives. When asked how important knowledge of international issues will be for their career in the next 10 years, slightly over half said that it would be very or somewhat important (see Table 2). On the other hand, 45 percent thought it would not be important. Those who felt it would be most important were Hispanics and African Americans. Among these groups, support reached almost 70 percent–20 percent higher than among white Americans. That may reflect recognition of growing job opportunities for multilingual Hispanics and new job opportunities for African Americans.

The public believes that knowledge about international issues will become even more critical for their children and other young people in the future. More than 90 percent believe it will be important for the careers of their children and other young people. That is over 40 percent higher than the impact respondents envisioned on their own lives.

In keeping with increased public awareness of the rest of the world, most people recognized the need for greater understanding of other cultures. More than 90 percent said it would be very or somewhat important to understand other cultures and customs to compete successfully in a global economy. Education strongly and positively corresponds to agreement that knowledge of international cultures is important, while age and income have almost no impact. Minorities are much more likely to believe that understanding other cultures is important to success in an international workforce than are white respondents. This may reflect the experiences of African Americans and Hispanic Americans who know the consequences of a lack of cultural

Table 2

How Important Will...

	Very important	Somewhat important	Not very important	Not important at all	Don't know/ no response
...knowledge about international issues be for your career in the next 10 years?	25%	27%	22%	23%	4%
...knowledge about international issues be for your children's careers or those of young people today?	63%	30%	3%	2%	3%
...it be for people in the workforce to understand other cultures and customs to compete successfully in a global economy?	53%	40%	4%	3%	1%
...it be for people in the workforce to know about international issues and events to compete successfully in a global economy?	46%	43%	6%	3%	1%

Source: American Council on Education

understanding. Travel to another country and speaking another language also positively correlate to the belief that understanding other cultures and customs is very important for competing in the global economy.

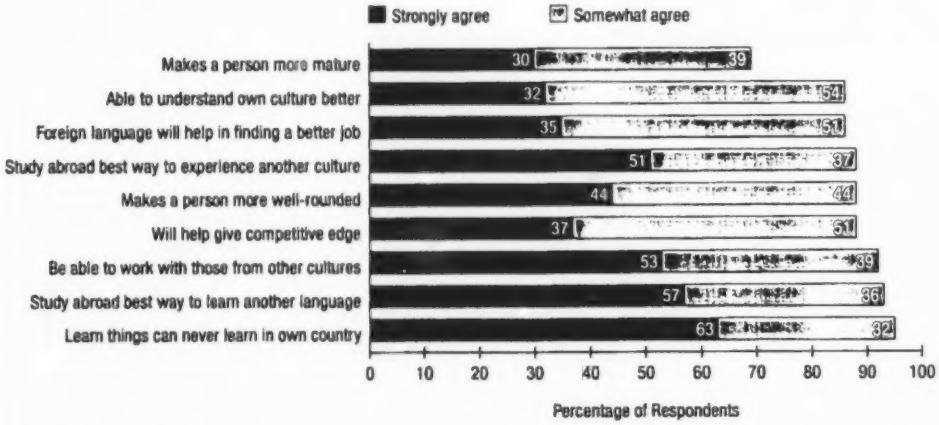
Results from the *studentPOLL* survey support the findings from the national survey, in which students were asked about the benefits of study abroad and other kinds of international experience (see Figure 14). More than 90 percent agreed that international education would help them work with people from other cultures, and 88 percent said it would give them a competitive edge in the workforce. They also indicated that international education would give them personal skills as well, such as making them more well-rounded and mature.

Foreign Language Learning

Results from the national survey showed strong interest in and support for foreign language learning. Eighty-six percent strongly or somewhat agree that knowing a foreign language would improve their chances for career success (see Figure 14). When compared with earlier responses from the 1981 ETS survey, the difference in contemporary responses is striking. In 1981, only 54 percent of freshmen and 51 percent of seniors felt the study of a foreign language could be important for getting a job in the future.[24] The *studentPOLL* data suggest a significant change in attitudes. Increasing their foreign language skills also was one of the primary reasons students gave for wanting to participate in a study abroad experience. The *studentPOLL* data provide several indicators that demonstrate that students believe learning a foreign language is important to them. While 98 percent have had some language training in secondary school, 57 percent reported that they planned to study a foreign language in college. Seventy-eight percent of students reported that becoming proficient in a second language was something in which they were very or somewhat interested. Almost 85 percent said that the availability of foreign languages in a college or university would be important to their choice of institution–more than half of the students thought it was very important.

Figure 14

Benefits of Study Abroad and International Experience



Source: Art & Science Group

BEST COPY AVAILABLE

The public overwhelmingly views learning a foreign language as an important tool for competing in today's world (see Figure 15). When asked how important it was to speak another language, 85 percent of the public said it was very or somewhat important. This high level of support was found among all categories of respondents, but was especially strong among Hispanics and those who already speak a foreign language. Comparative data from the Gallup/National Geographic poll show that in 1988, only 65 percent of the population thought knowing a foreign language was important.[25] The 20 percent increase in positive responses between 1988 and 2000 suggests a major change in public attitudes and a clear recognition of the importance of knowing a foreign language for success in this new globalized environment.

Selecting a College or University

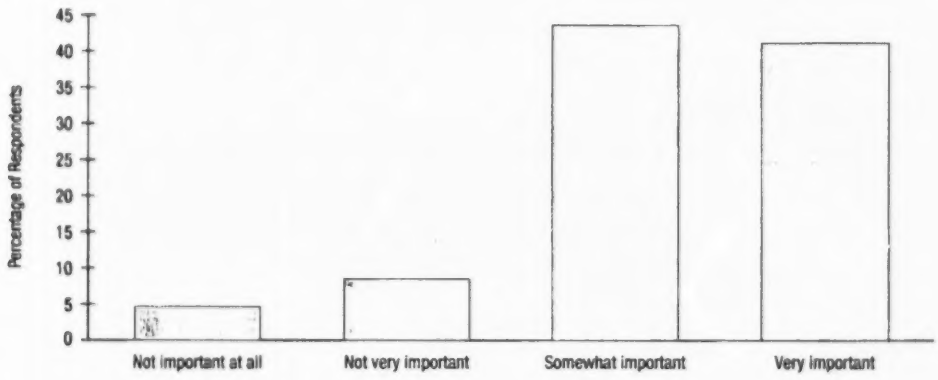
The national survey showed that almost 80 percent of the public believed international education opportunities were an important consideration when selecting a college or university. Given positive public attitudes about the benefits of international knowledge and foreign language capabilities, plus strong public support for international education, it is not surprising that the public, including students, believes that colleges and universities should offer a variety of international courses and opportunities. This number jumps to over 83 percent for college-age respondents. The high level of support is consistent across income, gender, and age categories.

For college-bound high school seniors, the importance of a wide range of international opportunities in both the curriculum and co-curriculum is demonstrated in their responses to the question, "As you decide which college you would like to attend, how important is it that the college you choose offer the following?" In every case, more than 70 percent thought the items listed were very or somewhat important (see Figure 16, page 22). Opportunities to interact with foreign students and foreign language study were particularly important to all students.

The importance given to the international curriculum and co-curriculum by both

Figure 15

Importance of Speaking a Foreign Language to Compete Successfully in a Global Economy



Source: American Council on Education

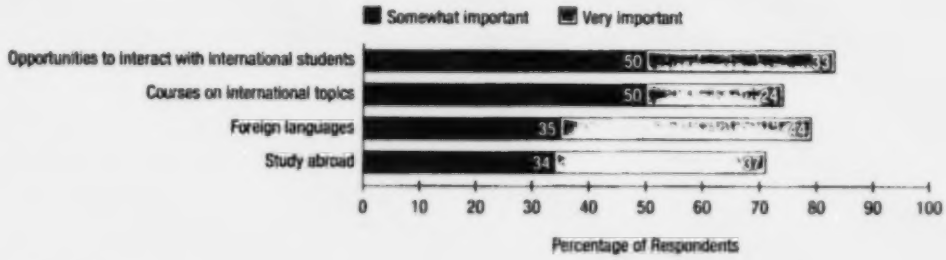
students and the general public suggests that those colleges and universities with robust, international offerings will have a competitive advantage in attracting new students.

Higher Education as a Provider of International Skills and Knowledge

The ACE National Survey shows that the public views higher education as a major provider of international knowledge and skills for today's youth. More than 70 percent supported a college and university foreign language requirement for undergraduates who do not already know one (see Figure 17). The fact that an even higher percentage (77 percent) thought foreign language training should be required in high school demonstrates the public commitment to language training and suggests that it should begin prior to college. Support for a foreign language requirement in both high school and college was strongest

Figure 16

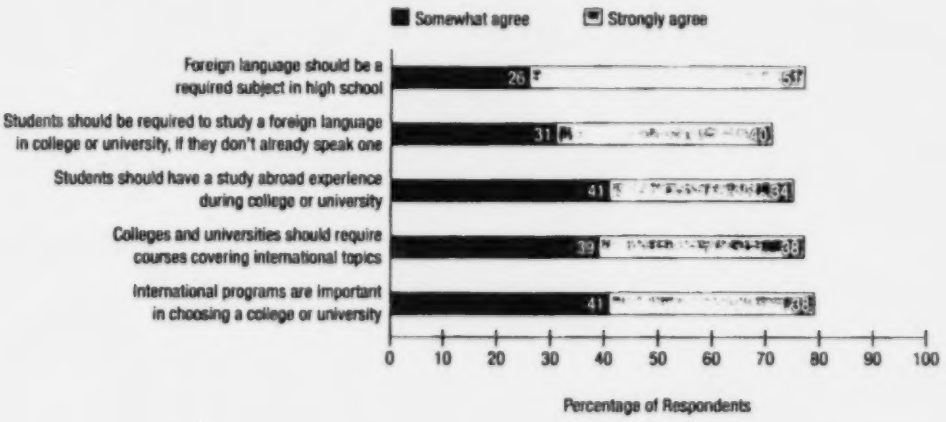
The Importance of Offering International Programs



Source: Art & Science Group

Figure 17

Curriculum Requirements



Source: American Council on Education

among African Americans and Hispanics, as well as among those who have traveled overseas or already speak another language. Among those most strongly supporting a high school foreign language requirement were people who are monolingual and those who have not traveled abroad.

High levels of public support for language requirements are striking in a context in which college and university foreign language requirements for admission and graduation have declined markedly over the last 30 years (although there has been a slight increase recently[26]). The findings suggest potential public support for those institutions that add or increase language requirements for admissions and graduation.

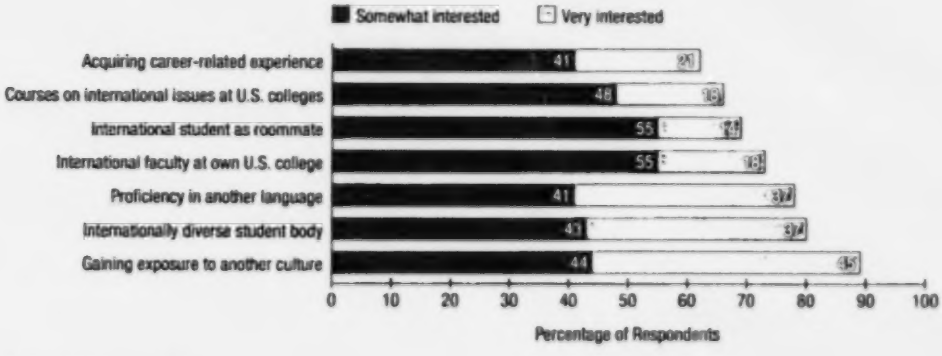
The public felt even more strongly that colleges and universities should require students to take courses covering international topics. More than 75 percent agreed with the statement "Colleges and universities should require students to take courses covering international topics," with 38 percent of those strongly agreeing.[27] Among those who showed particularly strong support were minorities, people who had traveled abroad, and those who spoke another language.

Eighty-five percent of college-bound high school students interviewed in the *studentPOLL* survey reported they planned to participate in international courses or programs. Fifty-seven percent said they planned to take a foreign language, 50 percent planned to take courses focused on history or culture of other countries, 48 percent wanted to take part in a study abroad program, 37 percent planned to take international studies or business courses, and 28 percent planned on internships abroad. The reasons given for their interest in international activities focused on broad goals such as expanding their cultural horizons. The most common response, cited by almost 90 percent of students, was gaining exposure to another culture. Acquiring proficiency in another language drew a response rate of 78 percent; desire to learn about international issues, 66 percent; and desire to learn from an international faculty, 73 percent (see Figure 18). Acquiring a career-related experience was cited by the fewest students, 62 percent.

Both the breadth of student interest and their high level of experience with international activities, culture, and language

Figure 18

Motivation for Student Interest in International Courses and Programs



Source: Art & Science Group

suggest that the generation of students now entering colleges and universities is more experienced and more interested in international activities than their predecessors. In comparison to the national survey, which showed that 55 percent of the population had traveled outside the United States, 62 percent of college-bound students had traveled outside the United States. Only the 50 to 64 age group in the national sample had traveled as much–64 percent for that group versus 62 percent for the *studentPOLL* college-bound sample. Only 49 percent of the high school graduates in the national sample had traveled outside the United States, in contrast to the 62 percent in the student sample.

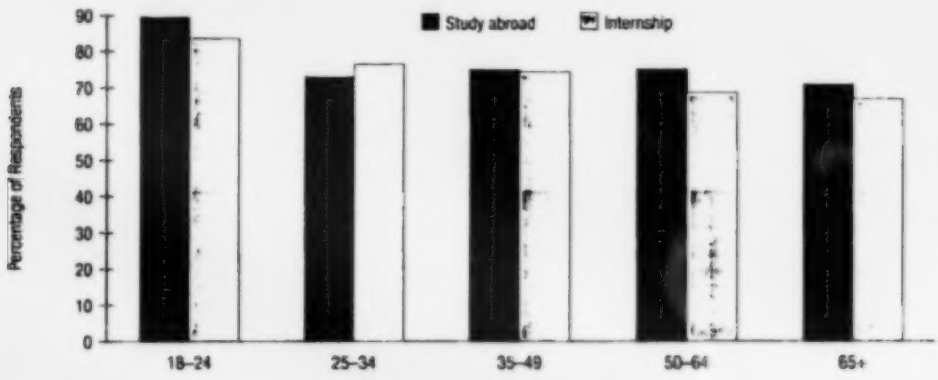
Study Abroad and International Internship Opportunities

More than 75 percent of the public believed students should have a study abroad or internship experience some time during their college or university years. Support was equally strong among all education levels, men and women, and among those who had traveled abroad. The highest level of support was among those who speak another language and among minorities, with agreement levels higher than 80 percent. The negative relationship between age and support for a study abroad experience suggests an important shift in public opinion. Agreement about the importance of study abroad and internships among 18 to 24 year olds was more than 80 percent (see Figure 19). The level of agreement decreased to about 70 percent among those over 65 years old. While support was high across all age groups, the higher level among younger people suggests that interest in study abroad is growing nationally.

StudentPOLL findings about college-bound high school student preferences were especially interesting in this regard. Twenty-eight percent of students expressed an interest in internships abroad during their college career. Forty-eight percent of students expressed a desire to participate in study abroad. The difference between the 48 percent who express an interest and the 3 percent of students who actually participate in study abroad at some point during their undergraduate careers is striking.[28] That is

Figure 19

Support for Student Work or Internship Experience Abroad, by Age Group



Source: American Council on Education

less than 1 percent of total annual enrollments (129,770 students in 1999–2000 of about 14.5 million students enrolled). The disparity may be a consequence of romanticism meeting reality, financial difficulties, or other competing priorities. Nonetheless, it seems unlikely that these factors alone could explain a 45 percent difference between expectations and reality.

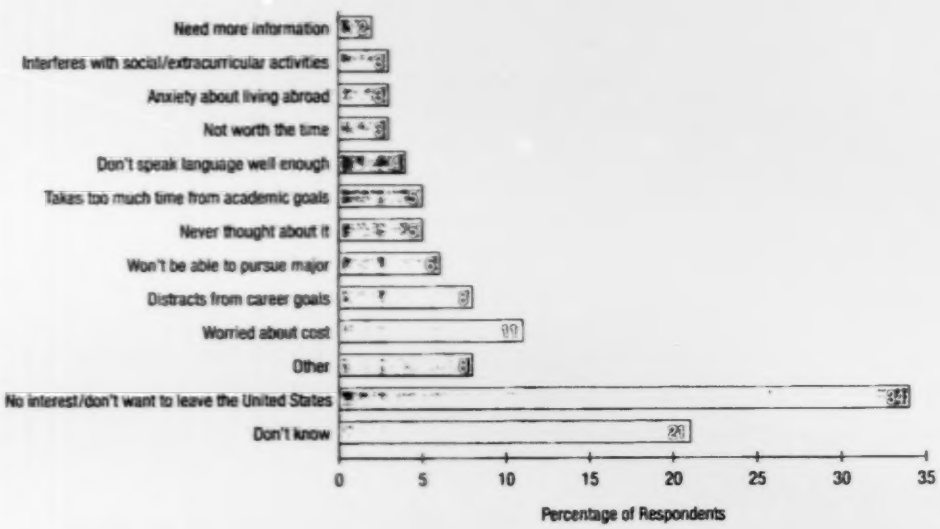
Looking at the reasons given by students who said they were not interested in study abroad, the largest number (34 percent) reported that they had no interest, followed by 21 percent who said they didn't know (see Figure 20). These are responses that could just as easily be turned into interest in study abroad once students arrive on campus. Only 11 percent were concerned about cost and 5 percent thought study abroad would take too much time away from their academic goals. While institutional factors–such as too few places at some colleges and universities, faculty indifference or advice against it, rigid requirements for some majors, and limited funding opportunities–no doubt inhibit some students from studying abroad, it seems unlikely that these factors taken together would reduce the level from the 48 percent interest expressed in the *studentPOLL* survey to 3 percent actually participating in study abroad. These data strongly suggest that this new generation of college-bound students is more interested in study abroad than its predecessors.

Opportunities to Interact with Foreign Students

The level of public support for international students on U.S. campuses was striking, with 86 percent agreeing that having international students on campus enriches the learning experience of American students. This overwhelming support was found in both men and women, among various age

Figure 20

Why Not Study Abroad?



Source: Art & Science Group

and income groups, and across educational levels. Not too surprisingly, the lowest level of support was among those who had not traveled outside the United States or who did not speak another language, but even among these groups, more than 35 percent agreed that international students provide a richer learning experience for U.S. students. The strongest support came from minority groups, with 91 percent of African Americans and 89 percent of Hispanics agreeing.

Knowledge About the Rest of the World

Historically, the U.S. public has been uninformed and uninterested in the rest of the world. Several studies designed to measure the level of international awareness of students and the general public were carried out in the 1980s. The findings from these studies paint a very bleak picture of the level of citizens' international knowledge. The most comprehensive survey was an examination of college student international knowledge, conducted by the Educational Testing Service (ETS) in 1981 and reported in *College Students' Knowledge and Beliefs: A Survey of Global Understanding*.[29] ETS found that:

"Seniors achieved an average score of only one-half of the knowledge questions correct, while the average freshman and the average students at two-year institutions got only about 40 percent of them correct. Less than 15 percent of the seniors and less than 10 percent of the freshmen and two-year students got more than two-thirds correct."

The authors concluded: "This suggests that a very small proportion of the students have the level of knowledge necessary for an adequate understanding of global situations and processes."[30] The results of the ETS survey suggested that college students learn little about international affairs from their undergraduate education and called into question whether colleges and universities had any impact on the international education of students. The ETS survey was replicated at Ohio State University in 1985.[31] The Ohio survey showed an increase in knowledge between freshman and senior years, but it was too small to be encouraging. The results of these surveys provoked some controversy about the questions asked–some people contended they were too difficult–and about the usefulness of measuring contemporary knowledge as an indicator of internationalization.

A 1988 National Geographic Society survey, *Geography: An International Gallup Survey*, is equally discouraging in its comparative data about U.S. global knowledge, especially in comparison to other countries.[32] Overall, U.S. citizens had lower scores than their counterparts in other countries. In identifying countries on a world map, 18- to 24-year-old Americans fared worse than the citizens of any other country in the study, which included Sweden, Germany, Japan, France, Canada, the United Kingdom, Italy, and Mexico. Even among people who had taken a geography course, U.S. respondents did poorly, with only Mexico having a lower score.[33]

These low levels of global literacy may explain in part the relatively low levels of participation in international education at U.S. colleges and universities found in ACE's *Status Report 2000*. If the public were neither interested in nor knowledgeable about the rest of the world, such attitudes would probably be reflected in the staff and students and there would be little pressure for colleges and universities to improve students' international knowledge. On the other hand, there have been indications in recent years that public

interest in international issues is growing. As we noted earlier, Kull and Destler reported in 1999 that 66 percent of respondents indicated that the United States should take an active part in international affairs. Our survey also supports the claim that the public, including students, is interested in international affairs. With increased interest, we would expect higher levels of knowledge. To test that assumption, we asked respondents a number of questions about international leaders, geography, historical events, and current issues.

The results of the knowledge section in the national survey are mixed. Nonetheless, given the comparative data we have, they suggest a slightly higher level of knowledge than in the past, even though many of the results are not particularly encouraging. In choosing the questions, we tried to focus on items that would reflect general understanding of people and places, institutions, events, and issues with historical links of importance to the United States. We also reviewed previous questions to enable us to examine trends across time. With one exception, respondents were offered multiple options from which to choose. For purposes of analysis, questions were divided into four categories: people and places; political issues and events; economic issues and events; and overall trends.

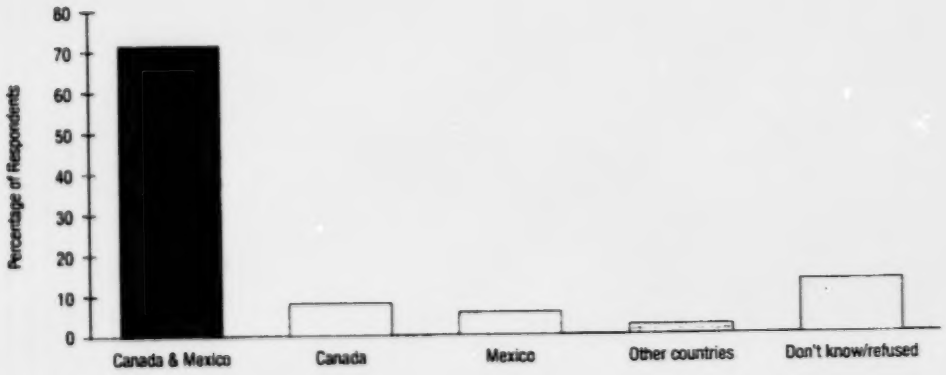
Political Leaders and Places

We wanted to get a sense of the public's knowledge about the countries bordering the United States. One of the survey's authors had asked this question of freshmen at a Midwestern university in the 1980s. Throughout the decade, the responses were relatively stable, with 50 percent correctly identifying Canada and Mexico. In the year 2000, what would be the level of public knowledge of the boundaries of the United States?

In the ACE National Survey carried out in 2000, 71 percent named both Mexico and Canada (see Figure 21). Fifteen percent of the sample, however, did not identify even one of the boundaries, while 2 percent named a country other than Mexico or Canada. Fourteen percent could name only one country bordering the United States. This suggests a high level of ignorance of regional geography. When a similar exercise was carried out in 1988 using

Figure 21

Countries that Border the United States



Source: American Council on Education

Note: Black bar indicates correct answer

a map, the results were slightly higher. In that study, 86 percent located Canada on the map, versus 81 percent in the ACE National Survey. Eighty-one percent located Mexico on the map in 1988, in contrast to 79 percent in 2000.[34] It is hard to know how the differences in method affected the results.

Another indicator of people's knowledge of other parts of the world is their ability to identify foreign terms. We asked people to identify the following as cities, presidents, languages, or currencies: Farsi, Bengali, and Swahili. Sixty-nine percent correctly identified them as languages. Seventeen percent identified them as cities, presidents, or currencies. Another 15 percent indicated that they did not know or did not want to provide a response.

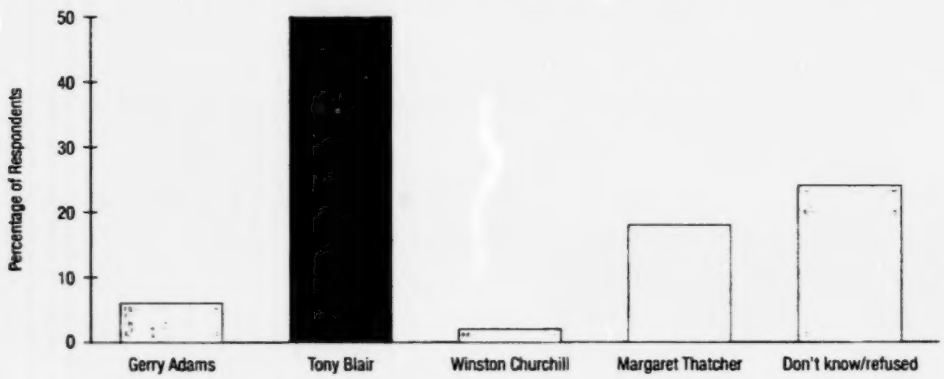
We were interested in knowing the extent to which people could identify major international leaders. Great Britain has been the major ally of the United States for decades. Are people able to identify its prime minister? That question has been asked repeatedly over the years and, as such, provides an indication of change in the level of knowledge over time. Correct responses to this question in the national survey were much lower than in the past, with only 50 percent correctly identifying Tony Blair (see Figure 22). Another 18 percent identified former Prime Minister Margaret Thatcher, 2 percent selected Winston Churchill, 6 percent chose Gerry Adams, and 24 percent did not know. In two previous studies in 1986 and 1988, the percentage of correct respondents was 72 percent and 74 percent, respectively. The prime minister at the time was Margaret Thatcher.[35]

We also asked people to identify Vicente Fox, then president-elect of Mexico and the subject of a great deal of media attention. Twenty-five percent correctly identified Fox as the president-elect of Mexico. Fourteen percent made incorrect identifications, while 61 percent said they did not know or did not provide a response (see Figure 23, page 30). Nonetheless, the 2000 results are a big improvement over earlier surveys. In 1991, when people were asked, "Who is the president of Mexico," only 3 percent gave the correct answer.[36]

Responses to the question, "Who do you think is the current secretary general of the

Figure 22

Who Is the Current Prime Minister of Great Britain?



Source: American Council on Education

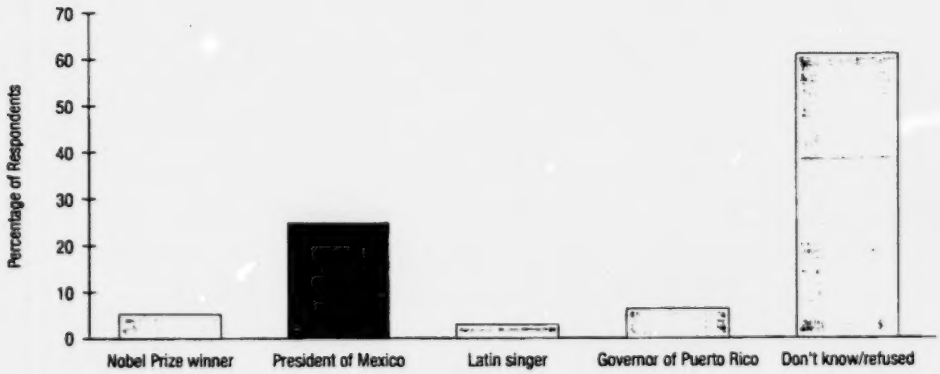
United Nations" drew similar results. Only 23 percent correctly named Kofi Annan. Madeleine Albright was identified as secretary general almost as often, being mentioned almost 22 percent of the time. Former Secretary General Boutros Boutros Ghali was identified by 16 percent of the sample. Colin Powell placed a distant fourth; 7 percent of respondents identified him as the secretary general. The percentage of correct responses in the ACE National Survey in 2000 was significantly higher than in previous surveys. In a 1953 study, only 10 percent gave the correct answer; in a Times Mirror study of 1994, 13 percent of Americans gave the correct answer, placing the United States last of the eight countries in the study.[37]

To obtain an overall perspective about public knowledge of international leaders, we combined all three questions into a single index. Only 11 percent of the population could identify all three leaders, 19 percent identified two, and 29 percent identified only one. Forty-two percent could not identify any of the leaders. Age and income showed only a slight correlation to this index. Of all the variables, educational level showed the strongest relationship to knowledge about international leaders. Those who have at least some postsecondary education identified more leaders than the population as a whole. College graduates were able to identify the greatest number of international leaders compared to all other groups. However, only 13 percent of those with some college accurately identified all three international leaders. Even among our best-educated citizens, those with a postgraduate education, only 32 percent could name all three leaders.

What do these results suggest about public knowledge? Where we have comparative data from earlier studies, the results are mixed. Comparative data about the ability of U.S. respondents to identify the British prime minister show a significant decline from a 1986 study in which 72 percent gave the correct answer.[38] The ACE National Survey results show marked improvement in the ability of Americans to identify the president of Mexico and the head of the United Nations over earlier surveys, although it is still very low given that both individuals were involved

Figure 23

Occupation of Vicente Fox



Source: American Council on Education

in very well-publicized activities in the months preceding the survey. The incorrect choices for both the British prime minister and the UN secretary general show respondents' recognition of previous leaders. Overall, the level of knowledge in the U.S. population remains disappointingly low.

Political Knowledge

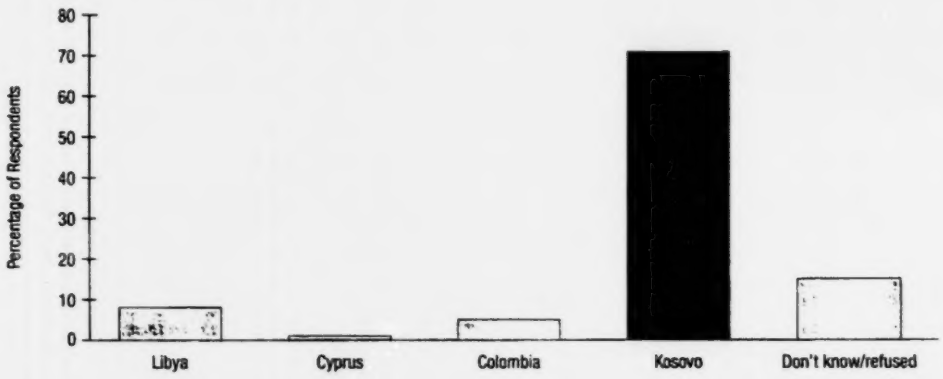
Are people aware of issues that have been of major importance during the last few years? We found that, in general, people were knowledgeable about most issues and events, although, again, the results were uneven. Most people (71 percent) were able to identify Kosovo as a place with U.S. peacekeeping troops (see Figure 24), and 56 percent identified Palestinians as a group without an independent country. In the latter case, the results are slightly higher than comparable data from a 1988 survey, in which 53 percent correctly answered a similar question.[39]

Respondents also were asked whether the United States and the Soviet Union were on the same side in World War II. The majority, 57 percent, correctly reported that the United States and the Soviet Union were on the same side. Almost 32 percent thought the United States and Soviet Union were on opposite sides. Comparative data from 1985 and 1986 show comparable rates of correct answers, at 56 percent and 67 percent, respectively.[40] The ACE National Survey results also showed that the ability of people to correctly distinguish the major actors in several other issue areas was limited. Only 29 percent were correctly able to identify Italy as the country that had not developed nuclear weapons when listed with China, Pakistan, and South Africa (see Figure 25, page 32).

When respondents were asked about the political system in Cuba, only 39 percent identified it as a socialist state. Twenty percent described the system as "fascism," which may reflect the use of that term to refer to any dictatorship, rather than to the ideology of fascism. The identification of Cuba as a monarchy by 14 percent of the respondents is puzzling. When a similar question was asked in 1988, 82 percent answered "communism."[41] It is not clear how

Figure 24

Locations of U.S. Peacekeeping Troops



Source: American Council on Education

much of the 43 percent difference is attributable to people's understanding of the terms "communism" and "socialism." Both answers are correct.

Economic Knowledge

In economic matters, respondents made a better showing. Almost 60 percent recognized the recently released Euro as a currency. All other answers to this question came in a very distant second. Sixty-three percent knew that NAFTA was an international trade agreement (see Figure 26). Fifty-eight percent of the public knew that the largest supplier of oil to the United States was Saudi Arabia. Even the second choice for this question, Kuwait (chosen by 29 percent), was a good guess. The other choices were not without some merit, such as Nigeria, which is one of the largest sub-Saharan African suppliers of oil to the United States. Only 9 percent reported that they did not know which response to choose.

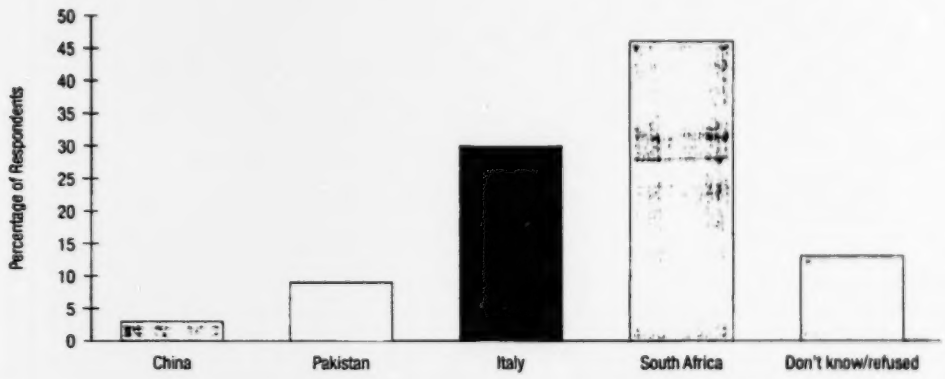
Only 35 percent recognized the United States as the nation owing the most money to the United Nations. Similarly, only 38 percent identified Israel as the country receiving the largest amount of foreign aid (see Figure 27). This is a little surprising, since Israel has consistently received the largest amount of U.S. aid for many years and has a history of strong ties with the United States. Almost a quarter of respondents thought Mexico received the most aid from the United States. Egypt receives the second largest amount of aid, but that choice came in last, with just 5 percent of the public choosing it.

Overall Trends in International Knowledge

To provide an overview of respondents' levels of international knowledge, we created a general international knowledge index, based on the 15 questions asked. The number correct ranged from a low of zero to a high of 15, with the average score being just under eight (see Figure 28, page 34). Overall, the scores were evenly distributed among the population, with the majority of people scoring between four and 11. Just over 3 percent of the public were able to correctly answer all the questions, while about 3 percent were not able to answer any of the questions correctly.

Figure 25

Country that Has Not Yet Developed Nuclear Weapons



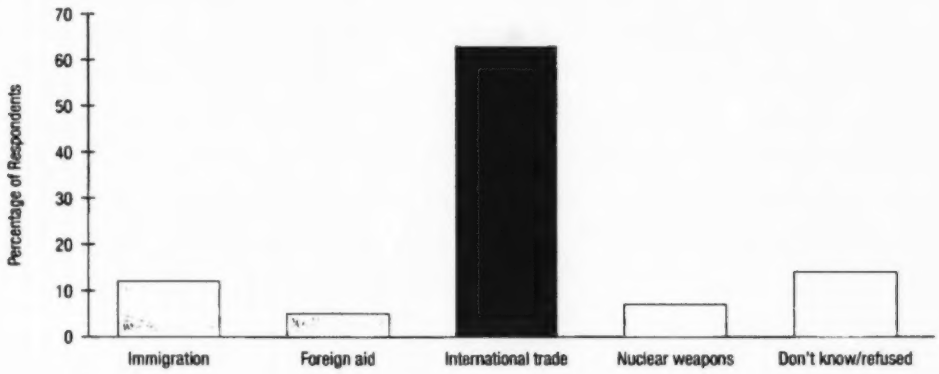
Source: American Council on Education

What do we know about those who are better informed? What does it suggest for higher education? The results show a strong correlation between international knowledge and level of education.[42] The average score for those with less than a high school diploma is slightly less than five. For those with a high school diploma, this score rises to just under seven, and jumps to almost 10 for those with a college degree.

The relationships between international knowledge and both age and income (see Figure 29, page 34 and Figure 30, page 35) are less direct than education but still signifi-

Figure 26

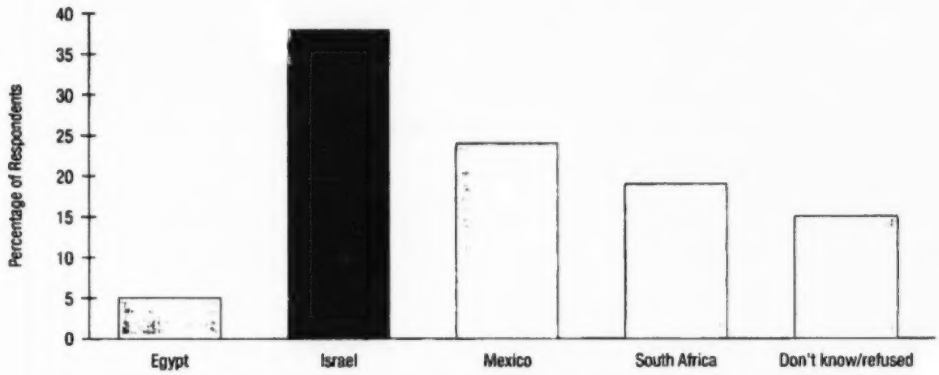
With What Is NAFTA Primarily Concerned?



Source: American Council on Education

Figure 27

Which Country Receives the Most Foreign Aid from the United States?



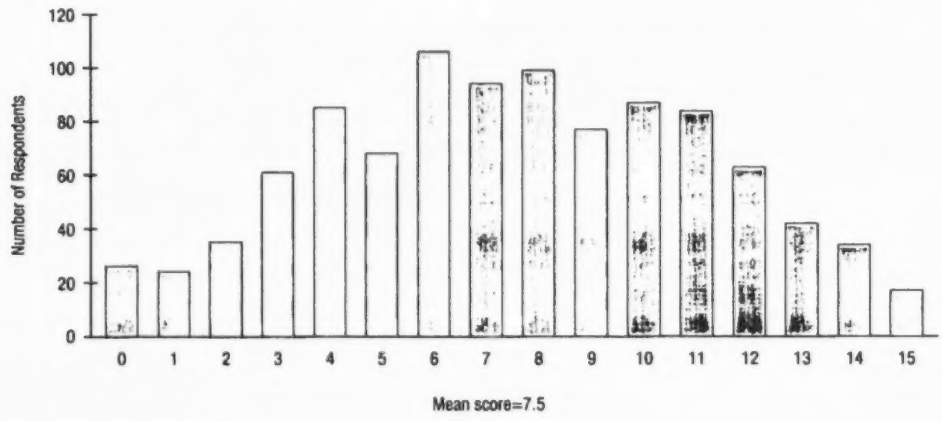
Source: American Council on Education

cant.[43] Taken together, however, only age adds to the explanatory power of education, but not by a great deal.

Thus, in contrast to the findings from the 1981 ETS survey, which showed that the small increases in knowledge between freshmen and seniors were attributable to age, the ACE National Survey demonstrates a strong relationship between education and international knowledge. Even when controlled for age and income, education remained the strongest predictor of international knowledge. Age

Figure 28

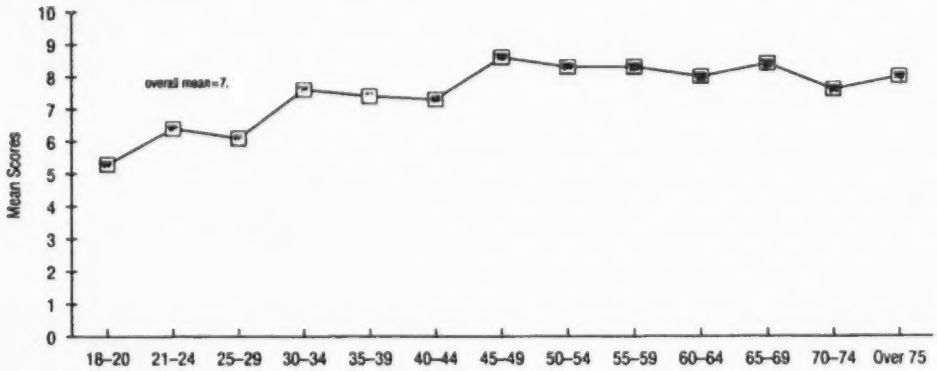
General International Knowledge Index



Source: American Council on Education

Figure 29

General International Knowledge Index, by Age Group

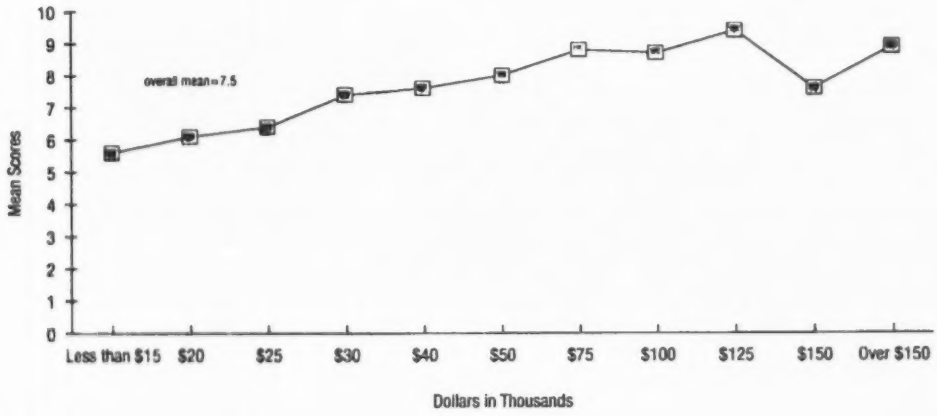


Source: American Council on Education

adds some predictive power, but income has very little effect.[44] Part of the explanation for the differences between the ETS findings and ours may be that the time for measurable increases in knowledge is not the four years of most undergraduate study–the period used in the ETS survey. Preliminary analysis of these data suggests that the biggest expansion of international knowledge comes between *high school* and *some college* and/or *college graduation* (see Figure 31). What is striking in this study is the very limited independent

Figure 30

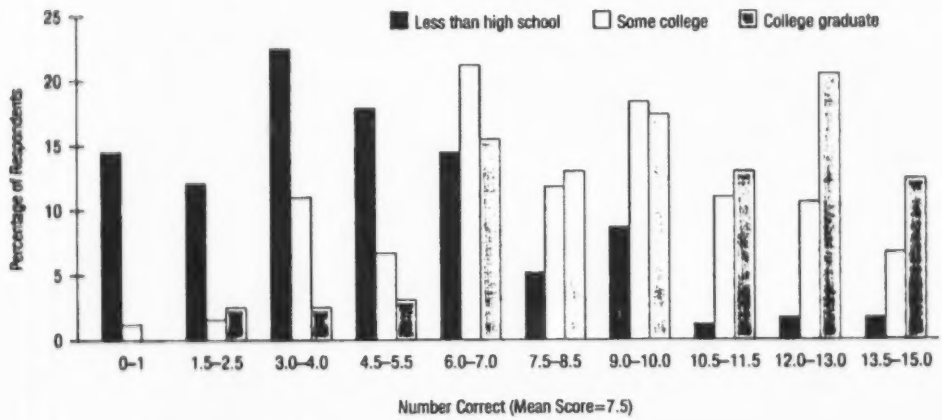
General International Knowledge Index, by Income Group



Source: American Council on Education

Figure 31

General International Knowledge Index, by Educational Level



Source: American Council on Education

effect of age and income when education also is considered.

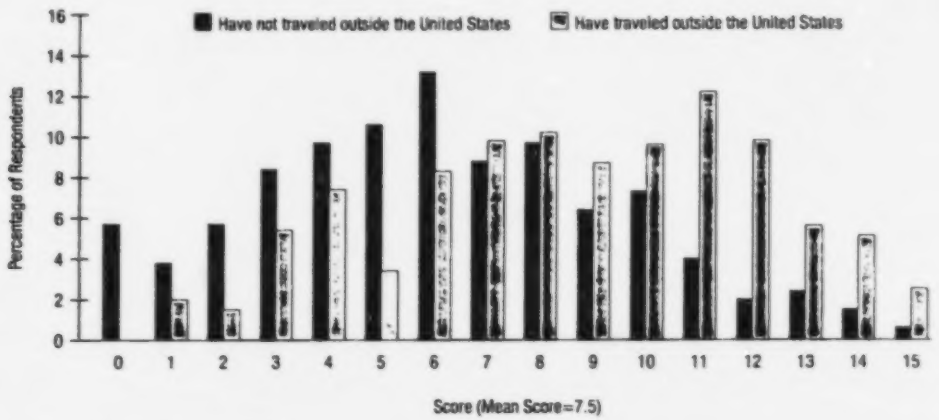
The study also shows that international knowledge has a positive relationship to international travel, although we do not have time-series data to assess the causal relationship. Of all the types of experience examined, such as travel outside the United States, foreign language learning, and following the news, travel abroad showed the strongest positive relationship with general international knowledge (see Figure 32). The mean score for general knowledge for those who have traveled abroad is nine, compared to six for those who have not traveled abroad. Paying attention to national and international news and Internet use also positively affects international knowledge.[45] In the latter case, we suspect that it provides an additional point of access to the news. Those who do not follow the news at all were able, on average, to answer fewer than five of the knowledge questions. Those who somewhat closely followed the news answered, on average, about eight questions. Foreign language skill also showed a positive relationship, but it was not as influential as travel experience (see Figure 33).[46] Interestingly, how well one knows another language does not relate to international knowledge; what seems to be important is any level of ability to speak or read a language other than English. The positive relationship between international knowledge and foreign travel has important potential implications for higher education, in that internships and study abroad experiences should help produce better informed citizens.

Political and Economic Knowledge Indexes

By breaking the international knowledge index down into sub-categories, we get a fuller picture of the relationship to education, income, age, language ability, and related variables. We created two indexes, political and economic knowledge, to examine responses in the aggregate. Each consisted of five questions. We examined both indexes against background variables, including age, income, international experiences, and educational level. Age had a largely positive relationship with political and economic

Figure 32

General International Knowledge Index, by Travel Experience

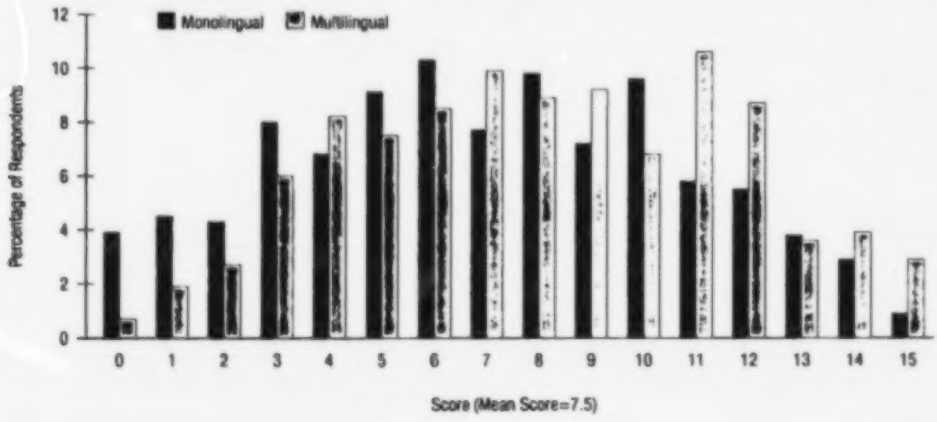


Source: American Council on Education

knowledge (see Figure 34).[47] Not surprisingly, older people had more experience to draw upon, making it more likely that they knew the answers to some of these questions, especially historical questions. But the relationship between age and knowledge was uneven. What was evident is that the youngest age categories, those under 30, had less economic and political knowledge than other age groups. Those in the 45 to 60 age group exhibited the greatest international knowledge on these indexes.

Figure 33

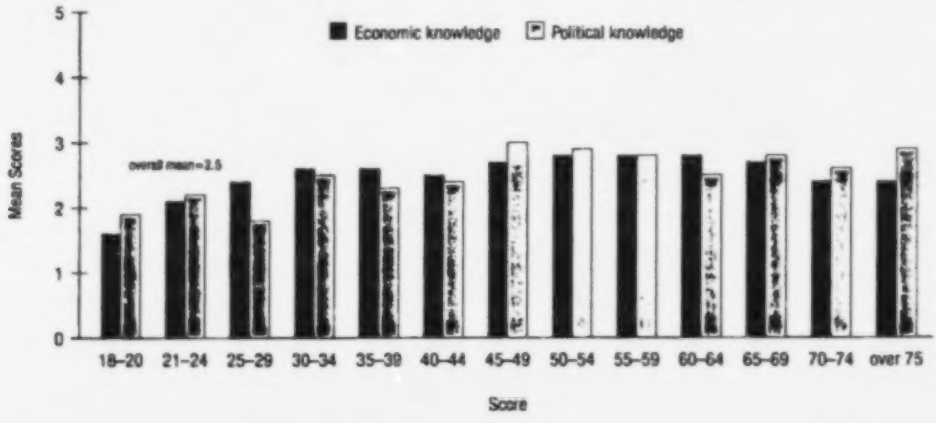
General International Knowledge Index, by Language Ability



Source: American Council on Education

Figure 34

Knowledge Indexes, by Age Groups

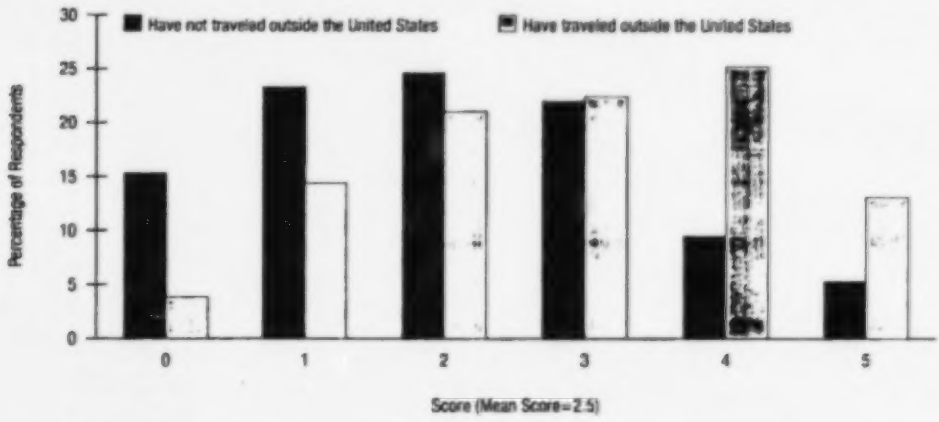


Source: American Council on Education

Three separate international experience factors were examined: travel outside the United States, foreign language capability, and interest in international news. Travel abroad exhibited the greatest positive relationship with level of economic and political knowledge (see Figures 35 and 36).[48] As can be seen in both figures, people with international travel experience had more economic and political knowledge on average than those who had not traveled outside the United States. In both cases, those with

Figure 35

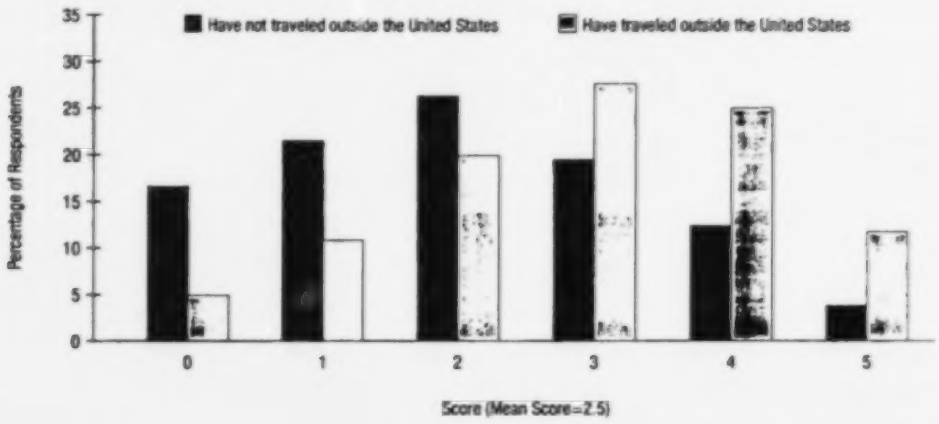
Economic Knowledge Index, by Travel Experience



Source: American Council on Education

Figure 36

Political Knowledge Index, by Travel Experience



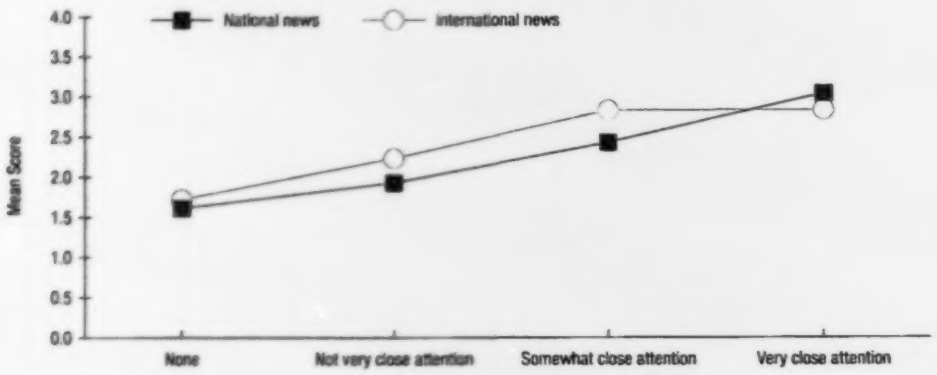
Source: American Council on Education

travel abroad experience could correctly answer on average three out of the five questions in each category; for those without travel experience, this average dropped to two. Likewise, more than 10 percent of those who had traveled abroad could correctly answer all the questions in each category–twice as many as those who had not traveled abroad.

Following the news also was positively related to economic and political knowledge (see Figures 37 and 38). Those who closely follow national and international news had more international economic and political knowledge. In

Figure 37

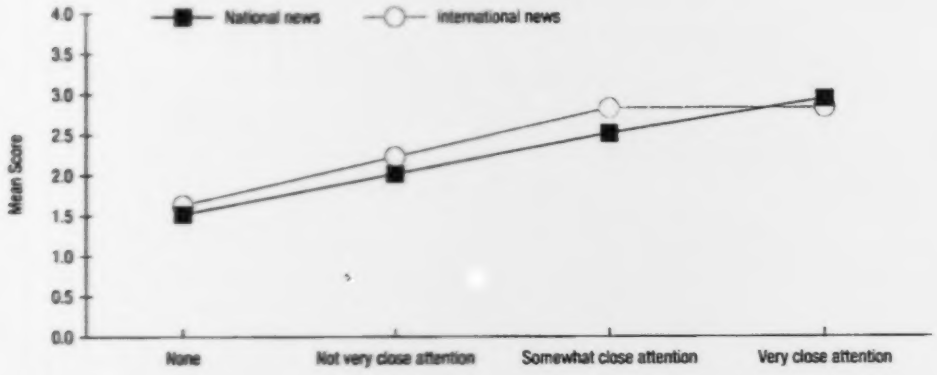
Economic Knowledge Index, by Attention to the News



Source: American Council on Education

Figure 38

Political Knowledge Index, by Attention to the News



Source: American Council on Education

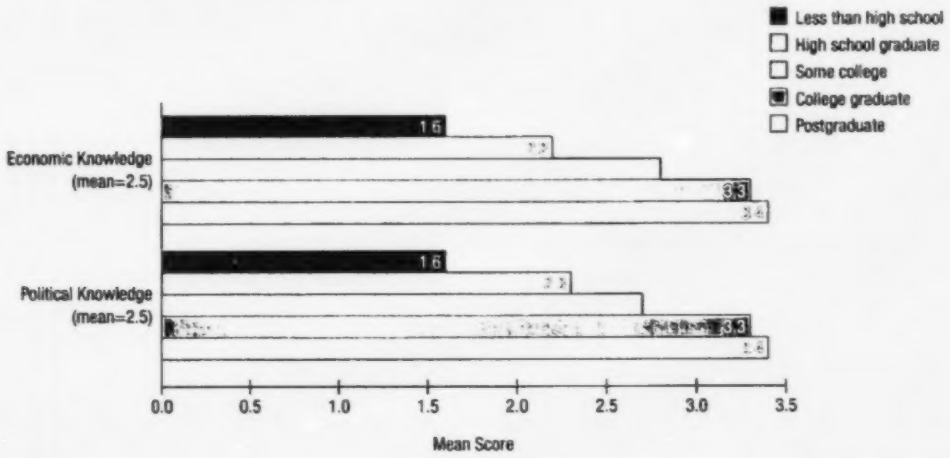
fact, these respondents demonstrated twice as much knowledge in both categories as their counterparts who did not follow the news at all. Following state and local news did not appear to affect economic or political knowledge.

Surprisingly, those who know another language had only slightly higher scores on political and economic knowledge than those who were monolingual. The difference between their mean scores was so slight, though, as to be insignificant and varied only minutely from the average for all respondents. There also was no relationship between how well respondents knew another language and their level of economic or political knowledge. Some international experiences, such as travel abroad, had greater impact on international knowledge than other types of experiences.

Education level showed the strongest positive relationship with the two knowledge categories. Interestingly, economic and political knowledge were affected by education level to just about the same degree (see Figure 39). As education level increased, so did knowledge about international economic and political topics.

Figure 39

Knowledge Indexes, by Educational Level



Source: American Council on Education

BEST COPY AVAILABLE

Conclusion

What conclusions can be drawn from these surveys? The surveys have given us a more comprehensive and up-to-date picture of the U.S. public in the context of international education than we have had for a long time. The majority of the U.S. public has traveled outside the country, with college-bound students even more active than the average person. A little over 40 percent of the public report being somewhat able to use a language other than English, though the level of competence reported is low. The American public is now more committed to U.S. participation in international affairs than it has been in the past. Particularly important is the evidence of overwhelming support among the public, including college-bound students, for all forms of international education at the college and university level. The public recognizes the importance of international knowledge and skills, and views them as essential to successful competition in today's global environment–even more important for success in the future. This perception is especially strong among young people.

The respondents in both surveys expect U.S. colleges and universities to provide the international knowledge and skills they need. They see such training as essential to success in the job market and in one's daily life. The public supports requirements of courses in foreign languages and courses that focus on international issues and provide knowledge about the rest of the world. It also supports study abroad and international internships. International students are seen as enhancing the learning environment for U.S. students.

These attitudes suggest that the public, including students, believes it can obtain the international skills and knowledge necessary for the future in a variety of ways. It supports courses with an international dimension, an internationally diverse campus environment, and the opportunity to learn another language. Americans believe they can obtain a great deal of essential international knowledge and skills on their own college or university campus.

As we have seen, college-bound students have a variety of plans for participating in international educational programs. The general public expects colleges and universities to provide a wide range of international opportunities in the curriculum and co-curriculum. The findings from both studies indicate that institutions will need to offer a variety of international education activities on campus and abroad and be creative and comprehensive in planning their international education strategies. As the overwhelming majority of students and the public make clear, international education opportunities are an important consideration when selecting a college or university.

Does the low level of internationalization found in ACE's *Status Report 2000* reflect a lack of public interest in foreign languages, internationalization of the curriculum, study abroad, and other international activities? The answer is clearly no. Indeed, the public and

students expect U.S. colleges and universities to provide these opportunities. We suspect they would be surprised to find the current low levels of participation at most institutions. On the other hand, the strong public support demonstrated in these surveys provides hope for college presidents and deans who have been seeking external funding from state legislatures, boards, Congress, and other potential sources. Contrary to the frequent responses to such requests as *the public is not interested* or *the American public will not stand for it*, the evidence is overwhelming that not only will the public support it–it expects it![49]

Both studies demonstrated high levels of support for international education. This support did not vary by region, but was strong throughout the country. At state and local levels, questions are often asked about why communities should support foreign language training, international coursework, or study abroad. The answer to that is very clear in these surveys: The public and the current generation of students believe it is important. They understand that success as citizens and in their professions depends on how well they understand other people, nations, cultures, economies, and languages. The graduates of our colleges and universities must have the ability to move seamlessly through other cultures, economies, and systems. To do that, our graduates need much more international knowledge, strong training in languages, and deeper cultural understanding than most of them are getting at the present time. Although U.S. colleges and universities are, overall, not doing enough in these areas, the good news is that the public supports and expects strong international activity in the higher education classroom and in co-curricular areas such as internships abroad and campus environment. This public support should be mobilized by higher education.

As the responses to questions on international knowledge demonstrate, there is much work to be done to encourage and build a more informed U.S. public. On the other hand, the variable that had a consistently positive relationship with knowledge was level of education. This finding suggests that higher education institutions can increase the level of knowledge and understanding about the rest of the world by internationalizing more courses and offering more international experiences–on and off campus. That is what the public expects of higher education. These surveys show that the public, including students, overwhelmingly recognizes the need for international knowledge, skills, and experiences. The ball is now in our court.

Notes

[1] Following Knight and de Wit, we define *globalization* as "the flow of technology, economy, knowledge, people, values, ideas across borders." While, as they note, "globalization affects each country in a different way due to a nation's individual history, traditions, culture, and priorities," it is not a process from which a nation can abstain. We view internationalization as an intentional national response to globalization. In the context of higher education, we define *internationalization* as a broad range of intellectual and experiential activities designed to help individuals understand the global environment in which they live, communicate across borders, and acquire an understanding of the cultural, social, and political systems of other nations and the interactions between nations. For staff and students, internationalization focuses on the extent to which teaching, learning, research, writing, and service reflect a recognition and understanding of globalization. See Jane Knight and Hans De Wit, *Internationalisation of Higher Education in Asia Pacific Countries* (Amsterdam: European Association for International Education, 1997), 6.

[2] International education is the term most commonly used in the United States to describe the international dimensions of education. It generally includes languages, area studies, study abroad, and international relations. It involves an infusion of international perspectives into the curriculum and co-curriculum.

[3] Charles J. Andersen, *International Studies for Undergraduates, 1987: Operations and Opinions* (Washington, DC: American Council on Education, 1988). Richard D. Lambert, *International Studies and the Undergraduate* (Washington, DC: ACE, 1989). The research was carried out during 1986 and 1987, respectively.

[4] For example, in Promising Practices, a project funded by the Carnegie Corporation, ACE is working with eight such institutions, selected from more than 50 nominated for their history of excellence in internationalization at the undergraduate level. They include Appalachian State University, Arcadia University (formerly Beaver College), Dickinson College, Indiana University-Bloomington, Kapi'olani Community College (University of Hawaii), Missouri Southern State College, Binghamton University, and Tidewater Community College.

[5] Fred M. Hayward, *Preliminary Status Report 2000: Internationalization of U.S. Higher Education* (Washington, DC: ACE, 2000).

[6] The statistics provided in this report have been rounded.

[7] Adelman defined two levels of "global preparedness." The higher level includes study abroad, four or more credits of international studies, and foreign language competence based on seat time. The less demanding level omits study abroad. We refer to the lower standard. Clifford Adelman, *Revisiting the Culture Wars: What Two Generations of Transcripts Say*. Unpublished paper presented at the Annual Forum of the Association for Institutional Research, Seattle, WA, June 1999.

[8] While the numbers have increased somewhat over the last decade, a very small percentage of students study abroad–129,770 students, or less than 1 percent of the 14.5 million total enrollments. Statistics were derived from Todd M. Davis, *Open Doors: Report on International Educational Exchanges* (New York: Institute of International Education, 2000) and *Digest of Education Statistics* (Washington, DC: National Center for Education Statistics, 2000).

[9] The ACE National Public Survey is referred to as the national survey; the Art & Science Group/ACE Survey of college-bound high school seniors, as the *studentPOLL* survey. A description of the samples can be found in Appendix A. The two questionnaires and the results by item are in Appendices B and C.

[10] Among the most useful recent studies is Steven Kull and I. M. Destler, *Misreading the Public: The Myth of a New Isolationism* (Washington, DC: Brookings Institution, 1999).

[11] Todd M. Davis, *Open Doors: Report on International Educational Exchange* (New York: Institute for International Education, 2000), 17, 58.

[12] Fifty-four percent of students who study abroad do so for a semester, while only 10 percent do so for a full year. Davis, *Open Doors*, 19.

[13] The question in the Gallup/National Geographic survey was, "How many languages can you speak fluently other than your native language?" Forty-eight percent of respondents said one; 8 percent said two; 2 percent said three; and 42 percent said they spoke no other language. National Geographic Society, *Geography: An International Gallup Survey* (Princeton, NJ: The Gallup Organization, 1988), question 63.

[14] One possibility is that respondents to the Gallup Poll question were considering the total number of languages they spoke, with "one" referring to English rather than a language *in addition to* English. The remarkable differences between the two studies need to be explored with additional surveys.

[15] One-half (over 13 million) of the foreign-born population in the United States currently is from Latin America, up from 1.8 million in 1970. Mexico alone accounts for over 7 million immigrants, up from 800,000 in 1970. U.S. Census Bureau, *Coming to America: Profile of the Nation's Foreign Born* (Washington, DC: 2000).

[16] Rick Morgan and Behroz Maneckshana, *Advanced Placement Students in College: An Investigation of Course-Taking and College Majors*, unpublished, March 2000. The authors also report that on average, AP students receive higher grades and are more likely to study abroad.

[17] This finding is supported by the increase in language study in secondary schools, which went from 28 percent of enrollments in 1970 to 42 percent in 1994. *Statistical Abstract of U.S.* (Washington, DC: 1999) 189.

[18] In Germany, 85 percent of students speak English. A study of language competency in Ghana by Jack Berry in the 1970s, which included testing, showed that 70 percent of the population spoke three or more languages while only 4 percent were monolingual. A 1993 unpublished study in rural Sierra Leone by Linda Hunter and Fred Hayward (using a representative national sample of 286), showed that 83 percent spoke two languages or more, with 27 percent speaking three languages and 9 percent speaking four or more. Seventeen percent were monolingual in the Sierra Leone sample. See Berry, "The Madina Project: Sociolinguistic Research in Ghana," *Expanding Horizons in African Studies*, ed. G.M. Carter and J. Paden (Evanston, IL: Northwestern University Press, 1970), 303-313.

[19] John E. Reilly, ed., *American Public Opinion and U.S. Foreign Policy* (Chicago, IL:

The Chicago Council on Foreign Relations, 1999), 6.

[20] The Gallup Organization. See Gallup Poll Releases at www.gallup.com/pol/releases/pr001011.

[21] For an excellent discussion, see Kull and Destler, *Misreading the Public.*

[22] Ibid., 43. Complementary findings resulted from a slightly different poll released in March 2000 by Gallup. It found that 16 percent of the respondents believed that the United States should take the leading role in world affairs and 57 percent supported a major role. A minority, 21 percent, favored a small role, while 4 percent wanted the United States to play no role at all. See www.gallup.com/poll/releases/pr01308.

[23] Kull and Destler, *Misreading the Public*, 43–44.

[24] Thomas S. Barrows et al., *College Students' Knowledge and Beliefs: Survey of Global Understanding* (New York: Change Magazine Press, 1981), 173. The survey for this report, the Global Understanding Student Survey, was conducted by the Educational Testing Service and is referred to as the ETS survey.

[25] National Geographic Society, *Geography: An International Gallup Survey* (Princeton, NJ: The Gallup Organization, 1988), question 7.

[26] This growth is especially evident in community colleges. See Hayward, *Status Report 2000*, 13-14.

[27] In a Michigan State University study in 1990, 80 percent of respondents agreed that colleges should have an international requirement for graduation.

[28] A more detailed discussion of this calculation can be found in ACE's *Status Report 2000.*

[29] Thomas S. Barrows et al.

[30] Ibid., 135.

[31] Ibid., 134–137. This study suggests a small effect, but nothing to make one sanguine about the successes of internationalization at the undergraduate level during that period. See Robert B. Woyach, *Understanding the Global Arena: A Report on the Ohio State University Global Awareness Survey* (Ohio State University, 1988).

[32] National Geographic Society, *Geography: An International Gallup Survey*, 60, 65.

[33] Ibid., 54, 56.

[34] Michael X. Delli Carpini and Scott Keeter, *What Americans Know about Politics and Why It Matters* (New Haven, CT: Yale University Press, 1989), 87.

[35] Ibid., 74, 91.

[36] Ibid., 75.

[37] Ibid., 75, 90.

[38] Ibid., 91.

[39] In the 1988 National Geographic Survey, question 42 was, "In what country are Arabs and Jews currently in conflict?" Fifty-three percent answered Israel. In a survey in 1946, 55 percent agreed that Palestine was not an independent country. Also see Carpini and Keeter, 83.

[40] Carpini and Keeter, 327.

[41] Ibid., 83.

[42] Education accounts for about 21 percent of the variance in the index. The Pearson's R is .461, as is the ß.

[43] The Pearson's R for international knowledge for age and income are .187 and .295, respectively.

[44] Adding age increases the explanatory power slightly from a ß of .461 to .463. Education explains about 21 percent of the variance, while education coupled with age explains slightly over 24 percent of the variance.

[45] The correlation between access to the Internet and the international knowledge index was .240 (Pearson's R), significant to the .01 level.

[46] The correlation between the international knowledge index and foreign language ability was .136. The correlation between the index

and travel outside the United States was .359. Both statistics use Pearson's R and are significant to the .01 level.

[47] Using Pearson's R, the correlation between age and the political knowledge index was .187 and .116 with the economic knowledge index, both significant to the .01 level.

[48] The correlation between travel outside the United States and the economic and political indexes was .299 and .318, respectively. The correlation between foreign language ability and the two indexes was .096 (economic) and .115 (political); and between interest in international news and the indexes, .272 (economic) and .285 (political). All correlations use Pearson's R and are significant to the .01 level.

[49] Kull and Destler.

Appendix A

The Art & Science Group/ACE Survey (*studentPOLL* survey) of College-bound High School Seniors

Findings reported in the *studentPOLL* survey are based on a telephone survey conducted in April 2000 of 500 high school seniors who planned to enroll in a four-year college or university in the fall. All students who participated in the survey had a combined SAT I score of 800 or higher and/or a composite ACT score of at least 17. The study sample is drawn and/or weighted to represent a national distribution and the sampling margin-of-error is plus or minus 4 percent at a 95 percent confidence level. The key demographic characteristics are listed here.

Demographics of Sample

Gender	
Female	55%
Male	45%
Race	
Asian	5%
Black	5%
Hispanic	4%
White	85%
Other	1%
High school type	
Public	83%
Private	16%
High school size	
<500	15%
500–999	27%
1,000–1,999	34%
2,000–4,999	22%
Family income	
<$50,000	22%
$50,000–$99,000	34%
$100,000+	18%
Don't Know	26%

The ACE National Public Survey

The findings from the public survey are based on a random national telephone survey performed in September 2000 by KRC Research for ACE. The survey included 1,006 respondents over the age of 18. The study sample is drawn and/or weighted to represent a national distribution and the sampling margin-of-error is plus or minus 3.1 percent at a 95 percent confidence level. The key demographic characteristics are listed here.

Demographics of Sample

Born in the U.S.A.	
Yes	93%
No	7%

Speak a foreign language	
Yes	42%
No	58%

Traveled outside the U.S.A.	
Yes	45%
No	55%

Gender	
Female	52%
Male	48%

Race	
Asian	<1%
Black	11%
Hispanic	8%
White	78%
Other	3%

Age	
18–29	21%
30–44	31%
45–59	26%
60+	22%

Income	
<$25,000	28%
$25,000–$49,999	38%
$50,000–$100,000	26%
$100,000+	8%

Level of education	
<High school	17%
High school	33%
Some college	26%
College graduate	16%
Postgraduate	6%
Other	2%

Appendix B

Survey of International Experience, Attitudes, and Knowledge

Prepared by the American Council on Education, Center for Institutional and International Initiatives, as part of the Status Report on Internationalization.

Note: This survey used a national random sample of 1,006 respondents over the age of 18. It was carried out on September 14-15, 2000, by KRC Research for ACE. Percentages listed here have been rounded and have been excluded if less than .5 percent. The n's reflect unweighted totals.

1. Please tell me how well each of the following describes you. (n=1006)
(Only positive responses were recorded for the following questions.)

a. Were you born in the United States?

a)	Yes	93%

b. Have you traveled to a country outside the United States?

a)	Yes	55%

c. Is there at least one language other than English that you can speak at least somewhat?

a)	Yes	42%

[Note: Skip Question #2 if answered "No" to Question #1c.]

2. How well can you use your other language? (n=424)
[Note: If respondent says he/she can speak and/or read multiple second languages, ask, "How well can you speak in your best other language?"]

Would you say you:

a)	Are a native speaker	9%
b)	Speak fluently	8%
c)	Speak fairly well	16%
d)	Speak somewhat well	32%
e)	Do not speak well at all	35%

[Note: Skip Questions #3 through #5 if answered "No" to Question #1b.]

3. Which of the following places have you visited? (n=574)
(Data points equal more than 100% as multiple answers were given.)

a)	Africa	6%
b)	Asia	17%
c)	Australia/New Zealand	8%
d)	Canada	67%
e)	Central and/or South America	20%
f)	Eastern Europe/Russia	16%
g)	Mexico and/or the Caribbean	66%
h)	Middle East/North Africa	9%
i)	United Kingdom/Ireland	22%
j)	Western Europe	32%
k)	No answer	2%

4. Have you traveled abroad for any of the following reasons? (n=538)
(Data points equal more than 100% as multiple answers were given.)

a)	Vacation	78%
b)	Work	26%
c)	Military service	25%
d)	Study abroad	5%
e)	Service	2%
f)	Other	6%
g)	Don't know/no response	1%

5. What is the longest you have been in another country for any one period of time? (n=574)

a)	Less than two weeks	38%
b)	Two weeks to one month	29%
c)	More than one month but less than six months	8%
d)	Six months to one year	6%
e)	Over one year	17%
f)	Don't know/no response	1%

6. Please tell me how much you agree with the following statement. Learning a foreign language is NOT important since English is spoken in most parts of the world. (n=1006)

a) Strongly agree	16%
b) Somewhat agree	24%
c) Somewhat disagree	25%
d) Strongly disagree	32%
e) Don't know/no response	3%

7. Now on to another topic. The following questions will ask you how closely you follow various types of news. Please indicate if you follow each type of news very closely, somewhat closely, not very closely, or not at all.

a) Local and state news (n=1006)

a) Very closely	52%
b) Somewhat closely	37%
c) Not very closely	7%
d) Not at all	3%

b) National news (n=1006)

a) Very closely	35%
b) Somewhat closely	47%
c) Not very closely	10%
d) Not at all	7%
e) Don't know/no response	1%

c) International news (n=1006)

a) Very closely	20%
b) Somewhat closely	44%
c) Not very closely	21%
d) Not at all	15%

8. The following questions ask about how important certain knowledge and skills will be in the future. Please indicate if you feel the following will be very important, somewhat important, not very important, or not important at all.

a. How important do you think knowledge about international issues will be for your career in the next 10 years? (n=1006)

a) Very important	25%
b) Somewhat important	27%
c) Not very important	22%
d) Not important at all	23%
e) Don't know/no response	4%

b. How important do you think knowledge about international issues will be for your children's career or for young people in high school today? (n=1006)

a) Very important	63%
b) Somewhat important	30%
c) Not very important	3%
d) Not important at all	2%
e) Don't know/no response	3%

9. Now I will read to you various statements. Please indicate your level of agreement. Tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

a) Foreign language should be a required subject in high school. (n=1006)

a) Strongly agree	51%
b) Somewhat agree	26%
c) Somewhat disagree	11%
d) Strongly disagree	10%
e) Neither agree nor disagree	1%
f) Don't know/no response	1%

b) The United States should take an active part in world affairs. (n=1005)

a) Strongly agree	45%
b) Somewhat agree	35%
c) Somewhat disagree	89%
d) Strongly disagree	7%
e) Neither agree nor disagree	2%
f) Don't know/no response	2%

c) International issues and events have a direct impact on your daily life. (n=1006)

a) Strongly agree	25%
b) Somewhat agree	41%
c) Somewhat disagree	18%
d) Strongly disagree	13%
e) Neither agree nor disagree	1%
f) Don't know/no response	2%

d) Students should have a study abroad experience some time during college or university. (n=1006)

a) Strongly agree	34%
b) Somewhat agree	41%
c) Somewhat disagree	13%
d) Strongly disagree	7%
e) Neither agree nor disagree	3%
f) Don't know/no response	29%

e) Students should have a work or internship experience abroad at some point during their studies. (n=1006)

a) Strongly agree	29%
b) Somewhat agree	44%
c) Somewhat disagree	14%
d) Strongly disagree	8%
e) Neither agree nor disagree	3%
f) Don't know/no response	2%

f) Colleges and universities should require students to take courses covering international topics. (n=1006)

a) Strongly agree	38%
b) Somewhat agree	39%
c) Somewhat disagree	11%
d) Strongly disagree	9%
e) Neither agree nor disagree	2%
f) Don't know/no response	1%

g) Students in colleges and universities should be required to study a foreign language if they don't already know one. (n=1006)

a) Strongly agree	40%
b) Somewhat agree	31%
c) Somewhat disagree	15%
d) Strongly disagree	11%
e) Neither agree nor disagree	2%
f) Don't know/no response	1%

h) When selecting a college or university, international education opportunities should be an important consideration. (n=1006)

a) Strongly agree	38%
b) Somewhat agree	41%
c) Somewhat disagree	13%
d) Strongly disagree	5%
e) Neither agree nor disagree	2%
f) Don't know/no response	2%

i) The presence of international students on U.S. campuses enriches the learning experience for American students. (n=1006)

a) Strongly agree	46%
b) Somewhat agree	40%
c) Somewhat disagree	6%
d) Strongly disagree	4%
e) Neither agree nor disagree	2%
f) Don't know/no response	2%

10. In order to compete successfully in a global economy, how important will it be for people in the workforce to:

a) Speak a foreign language (n=1003)

a) Very important	41%
b) Somewhat important	44%
c) Not very important	9%
d) Not important at all	5%
e) Don't know/no response	2%

b) Understand other cultures and customs (n=1004)

a) Very important	53%
b) Somewhat important	40%
c) Not very important	4%
d) Not important at all	3%
e) Don't know/no response	1%

c) Know about international issues and events (n=1005)

a) Very important	46%
b) Somewhat important	43%
c) Not very important	6%
d) Not important at all	3%
e) Don't know/no response	1%

Now I would like to ask you some general questions about international events, issues, and topics. These questions cover a wide range of topics and it is not expected that everyone will be familiar with each topic or issue.

11. To the best of your knowledge which countries border the United States?
[Note: Open-ended; circle all that apply.]

a) Canada and Mexico	71%
b) Canada	8%
c) Mexico	6%
d) Other countries	2%
e) Don't know/no response	13%

12. As best you can recall, who is the current prime minister of Great Britain? (n=1005)

a) Margaret Thatcher	18%
b) Winston Churchill	2%
c) Gerry Adams	6%
d) Tony Blair	50%
e) Don't know/refused	24%

13. To the best of your knowledge, who is Vicente Fox? (n=1004)

a) A recent Nobel Prize winner	5%
b) The president-elect of Mexico	25%
c) A famous Latin singer	3%
d) The governor of Puerto Rico	6%
e) Don't know/no response	61%

14. Who do you think is the current Secretary General of the United Nations? (n=1005)

a) Kofi Annan	23%
b) Boutros Boutros Ghali	16%
c) Colin Powell	7%
d) Madeleine Albright	22%
e) Don't know/no response	33%

15. To the best of your knowledge, which one of the following terms best describes the political system in Cuba? (n=1003)

a) Monarchy	14%
b) Fascism	20%
c) Socialism	39%
d) Democracy	6%
e) Don't know/no response	21%

16. To the best of your knowledge, in the Middle East, which one of the following groups of people does not have an independent country of their own? (n=1005)

a) Palestinians	55%
b) Greeks	6%
c) Iranians	9%
d) Lebanese	9%
e) Don't know/no response	22%

17. As best you can recall, the United States currently has peacekeeping troops in which one of the following places? (n=1006)

a) Libya	8%
b) Cyprus	1%
c) Columbia	5%
d) Kosovo	71%
e) Don't know/no response	15%

18. Of the following countries, which one do you think has not yet developed nuclear weapons? (n=1002)

a) China	3%
b) Pakistan	9%
c) Italy	29%
d) South Africa	46%
e) Don't know/no response	13%

19. To the best of your knowledge, in World War II, did the Soviet Union and the United States fight on the same side or opposite sides? (n=1005)

a) Opposite side	32%
b) Same side	57%
c) Don't know/no response	11%

20. The United Nations is an organization of nations from around the world. Of all the member nations, which one do you think owes the most money to the United Nations? (n=1005)

a) The United States	35%
b) France	16%
c) Japan	16%
d) China	17%
e) Don't know/no response	16%

21. To the best of your knowledge, which one of these countries supplies the most oil to the United States? (n=1006)

a) Nigeria	2%
b) Kuwait	29%
c) Russia	3%
d) Saudi Arabia	58%
e) Don't know/no response	9%

22. Which county receives the most foreign aid from the United States? (n=1005)

a) Mexico	24%
b) South Africa	19%
c) Israel	38%
d) Egypt	5%
e) Don't know/no response	15%

23. Here is a list of names: Farsi, Bengali, and Swahili. Are they names of: (n=1004)

a)	Cities	8%
b)	Presidents	6%
c)	Languages	69%
d)	Currencies	3%
e)	Don't know/no response	15%

24. To the best of your knowledge, NAFTA, a recent agreement between Mexico, Canada, and the United States, is primarily concerned with: (n=1005)

a)	Immigration	12%
b)	Foreign aid	5%
c)	International trade	63%
d)	Nuclear weapons	7%
e)	Don't know/no response	14%

25. What do you think the Euro is? (n=1005)

a)	Airline	4%
b)	System of government	5%
c)	Currency	58%
d)	Passport accepted by all countries	7%
e)	Don't know/no response	27%

Appendix C

Art & Science Group/ACE National Survey on Students' International Experience, Interest, and Attitudes on International Education Opportunities

Prepared by the Art & Science Group and adapted here by the American Council on Education.

Note: This survey used a random national sample of 500 high school students who planned on entering a four-year college or university in the fall of 2000. The survey was carried out in April 2000 and only included students who had achieved a combined SAT I score of 800 or higher and/or a composite ACT score of 17 or more. Percentages listed here have been rounded.

On-Campus Activities

1. Please rate each of these activities in terms of their importance to you personally. Please rate them on a 10-point scale where 10 means this activity is extremely important to you personally and 1 means it is not at all important to you personally.

Activity	MEAN Rating
A. Watching or participating in intercollegiate sports	6
B. Watching or participating in intramural sports	6
C. Community service	7
D. Student clubs or organizations	7
E. Studying abroad	6
F. Job or internship	8
G. Fraternities, sororities, or other social groups	4

1A. Which one of these activities is the most important to you?

01 Intercollegiate sports	11%
02 Intramural sports	9%
03 Community service	11%
04 Student clubs or organizations	15%
05 Study abroad	18%
06 Job or internship	33%
07 Fraternities, sororities, or other social groups	4%

International Education, Experience, and Study Abroad

I1. Which, if any, of the following experiences have you had?

Experience	Yes
A. Traveled in another country with your family	52%
B. Traveled in another country with a school group	27%
C. Lived in another country	8%
D. Moved to the United States from another country	5%
E. Have an immediate family member who has moved to the United States from another country	18%
F. Speak a language other than English in your home	12%
G. Hosted an international student	14%
H. Have close friends or family members who live in another country	36%
I. Studied a foreign language in high school	98%
J. Participated in an international exchange program	10%
K. Came to the United States to study from another country	1%
L. Attended a summer camp or summer study program in another country	7%

I2. As you decided where you will apply to college, how important was it that the college you attended have a broad mix of students from different [insert statement]? Was it very important, somewhat important, not too important or not at all important?

Statements	Very important	Somewhat important	Not too important	Not at all important
A. Religions	16%	33%	27%	25%
B. Countries around the world	10%	37%	34%	19%
C. Races	22%	38%	23%	17%
D. Income levels	11%	30%	31%	27%
E. Regions of the United States	19%	40%	24%	17%

I3. While you are in college, do you plan to study a foreign language?

01 Yes	57%
02 No	39%
99 Don't know	4%

If studying a foreign language (01 in I3), ask:

I4. In what language do you intend to take classes while in college?
(Multiple answers possible)

01 French	18%
02 Spanish	62%
03 Italian	5%
04 German	6%
05 Chinese	6%
06 Russian	3%
07 Latin	5%
95 Other *(specify)*: _____	5%
99 Don't know	1%

I5. Do you plan on taking any courses that focus on the history or culture of a country or region other than the United States or North America?

01 Yes	50%
02 No	41%
99 Don't know	9%

If planning on taking courses (01 in I5), ask:

I6. What country or region do you plan on studying?

Europe (net)	52%
Asia (net)	19%
Central/South America (net)	12%
Don't know	17%

I7. Do you plan to take any courses in international studies, international business, or something else that has an international focus?

01 Yes	37%
02 No	52%
99 Don't know	11%

I8. Do you plan to participate in a study abroad program while you are in college?

01 Yes	48%
02 No	43%
99 Don't know	9%

I9. Do you plan to participate in an internship abroad program?

01 Yes	28%
02 No	58%
99 Don't know	14%

If not planning to study abroad (02 or 99 in I8), ask:

I9A. What are the main reasons you don't want to/are unsure whether you want to study abroad?
(Multiple answers possible)

01 Don't speak a foreign language well enough	4%
02 Worried about cost	11%
03 Have no interest/don't want to leave U.S.A.	34%
04 Will take too much time from academic goals	5%
05 It's not worth the time	3%
06 It's not worth the expense	2%
07 Interfere with social or extracurricular life/sports	3%
08 Anxiety/concern about living in another country	3%
09 Education would not be as good	<1%
10 Will distract from career/job objectives	8%
11 Would not fit in with culture	1%
12 Won't be able to pursue major	6%
95 Other *(specify)*: _____	10%
99 Don't know	21%

If not planning to have an internship abroad (02 or 99 in I9), ask:

I9B. What are the main reasons you don't want to/are unsure whether you want to have an internship abroad?

01 Don't speak a foreign language well enough	3%
02 Worried about cost	6%
03 Have no interest/don't want to leave U.S.A.	32%
04 Will take too much time from academic goals	7%
05 It's not worth the time	3%
06 It's not worth the expense	1%
07 Interfere with social or extracurricular life/sports	2%
08 Anxiety/concern about living in another country	3%
10 Will distract from career/job objectives	7%
11 Would not fit in with culture	2%
96 Other *(specify)*: _____	12%
99 Don't know	22%

I10. How would a requirement that you take a foreign language before participating affect the likelihood of your taking part in a study abroad program? Would it make you...?

04	Much more likely to participate	19%
02	Somewhat more likely to participate	47%
02	Somewhat less likely to participate	19%
02	Much less likely to participate	8%
99	Don't know	6%

If planning to study abroad (01 or 99 in I8), ask:

I12. Which of the following statements best describes the extent to which you plan to learn the foreign language of the country where you plan to study?

01	I don't plan to learn—I am going to an English-speaking country	12%
02	I plan on learning just enough to get by	12%
03	I plan to learn enough to be able to converse with speakers of the language	48%
04	I plan to learn to speak the language fluently	26%
99	Don't know	1%

I13. Would you like to study abroad...?

01	For a few weeks	9%
02	For a summer	18%
03	For a semester	59%
04	For a year	11%
05	For more than one year	1%
95	Other *(specify)*: _____	
99	Don't know	2%

I14. Would you prefer studying in a program that is run and taught by...?

01	The faculty of your own United States-based college	48%
02	The faculty of a college in the country where you study	46%
03	Both	2%
96	Doesn't matter	3%
99	Don't know	1%

I15. If you do study abroad, which of the following is your primary objective?

01	Learn a different language	3%
02	Expand your horizons by living in another culture	47%
03	Be able to travel and see other parts of the world	24%
04	Study things you can't learn in the United States	3%
05	Improve job prospects after graduation	11%
06	Meet and get to know people in another part of the world	9%
07	To promote world peace	1%
08	To be a better citizen	<1%
95	Other *(specify)*: _____	<1%
99	Don't know	1%

If planning to study abroad but not going to an English-speaking country (02-99 in I12), ask:

I16. Do you think the courses you take abroad should be offered in...?

01	English	41%
02	The language of the country where you study	36%
03	Both/combination	20%
96	Either/doesn't matter	1%
99	Don't know	2%

If planning to study or have an internship abroad (01 or 99 in I8 or I9), ask:

I18. In what country or region of the world would you prefer to study and/or have an internship?

Europe (net)	68%
Central/South America (net)	9%
Asia (net)	8%
Other	6%
Don't know	11%

I18A. What kind of living arrangements would you prefer in the country where you will study and/or have an internship?

01	With a family of that country	21%
02	With students of that country	31%
03	With students from other countries who are in programs in that country	18%
04	With other American students in that country	29%
05	On my own	<1%
99	Don't know	1%

I19. For each of the following dimensions of international learning I describe, tell me if you are you very interested, somewhat interested, not too interested, or not at all interested in...?

Statements	Very	Somewhat	Not too	Not at all	Don't know
A. Becoming proficient in a second language	37%	41%	13%	9%	
B. Studying with an internationally diverse student body	27%	53%	13%	6%	<1%
C. Acquiring career-related work experience in another country	21%	41%	24%	13%	1%
D. OMITTED					
E. Learning from an international faculty at your college in the United States	18%	55%	19%	8%	<1%
F. Taking courses on international issues at your college in the United States	18%	48%	24%	11%	<1%
G. Gaining exposure to a culture of another country	45%	44%	8%	3%	
H. Having an international student as a roommate	14%	54%	22%	8%	1%

I20. Next I will read you a series of statements about the possible benefits of studying abroad and other kinds of international education and ask you to what extent you agree with them. Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following?

Statements	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know
A. Study abroad programs are the best way to develop proficiency in a second language	57%	36%	5%	1%	1%
B. Study abroad programs are the best way to experience another culture	51%	37%	10%	1%	<1%
C. You can understand your own culture more fully if you have studied or experienced the culture of another country	32%	54%	12%	2%	<1%
D. Studying and living in another country makes you a more mature person	30%	39%	22%	9%	1%
E. You can learn things studying in another country that you would never learn in your own country	63%	32%	5%	<1%	<1%
F. International experience and education will help advance your career and give you a competitive advantage	37%	51%	10%	1%	1%
G. Borders in the world are disappearing and successful people will have to be able to work with people from other countries and cultures	53%	39%	6%	1%	<1%
H. Studying and living in another country makes you a more well-rounded person	44%	44%	8%	3%	1%
I. Knowing a foreign language will help you find a better job	35%	50%	12%	1%	1%

I21. As you decided about which college you would like to attend, how important is it that the college you choose offer the following? Is it very important, somewhat important, not too important, or not at all important?

Statements	Very	Somewhat	Not too	Not at all	Don't know
A. Study abroad programs	37%	34%	19%	9%	1%
B. Foreign languages	44%	35%	13%	8%	
C. Courses on international topics	24%	50%	17%	8%	
D. Opportunities to interact with students from other countries	33%	50%	12%	5%	
E. Courses on international business and commerce	18%	42%	26%	13%	
F. Courses on important international social issues	18%	51%	22%	8%	1%
G. Courses that focus on a particular country or region of particular interest to you	25%	41%	23%	11%	
H. International travel programs or tours	26%	38%	26%	10%	1%
I. Opportunities to interact with faculty from other countries	16%	49%	24%	11%	
J. Internships abroad	25%	39%	23%	13%	

I22. If a college had a requirement that all students study in another country to graduate, would this requirement make you much more likely to attend this college, somewhat more likely to attend, somewhat less likely to attend, or much less likely to attend this college, or would it not make any difference?

04 Much more likely to attend	5%
03 Somewhat more likely to attend	19%
02 Somewhat less likely to attend	21%
01 Much less likely to attend	14%
96 Would not make any difference	41%
99 Don't know	<1%

BEST COPY AVAILABLE

ACE Board of Directors

Executive Committe

Janet L. Holmgren, President
Mills College, CA
Chair

Augustine P. Gallego, Chancellor
San Diego Community College District, CA
Vice Chair/Chair-elect

Michael F. Adams, President
University of Georgia
Immediate Past Chair

William E. Troutt, President
Rhodes College, TN
Secretary

Molly C. Broad, President
University of North Carolina

David G. Carter, President
Eastern Connecticut State University

Lawrence J. DeNardis, President
University of New Haven, CT

Peggy Williams, President
Ithaca College, NY

David Ward, President
American Council on Education

Class of 2001

Michael F. Adams, President
University of Georgia

Molly C. Broad, President
University of North Carolina

David G. Carter, President
Eastern Connecticut State University

E. Gordon Gee, Chancellor
Vanderbilt University, TN

Peter Ku, Chancellor
Seattle Community College District, WA

Jerry Sue Thornton, President
Cuyahoga Community College, OH

William E. Troutt, President
Rhodes College, TN

J. William Wenrich, Chancellor
Dallas County Community College District, TX

Class of 2002

Nancy S. Dye, President
Oberlin College, OH

Wayne E. Giles, Chancellor
Metropolitan Community College District, MO

James A. Hefner, President
Tennessee State University

Janet L. Holmgren, President
Mills College, CA

Gladys Styles Johnston, Chancellor
University of Nebraska at Kearney

William E. Kirwan, President
The Ohio State University

Michael S. McPherson, President
Macalester College, MN

Peggy R. Williams, President
Ithaca College, NY

Class of 2003

Scott S. Cowen, President
Tulane University, LA

Norman C. Francis, President
Xavier University, LA

Augustine P. Gallego, Chancellor
San Diego Community College District, CA

Zelema M. Harris, President
Parkland College, IL

Robert E. Hemenway, Chancellor
University of Kansas

M. Lee Pelton, President
Willamette University, OR

Steven B. Sample, President
University of Southern California

Marlene Springer, President
College of Staten Island, NY

Association Representatives

American Association of Community Colleges
Carolyn Williams, President
Bronx Community College, NY

American Association of State Colleges & Universities
Julio S. Leon, President
Missouri Southern State College

American Association for Higher Education
Leo M. Lambert, President
Elon College, NC

Association of American Colleges & Universities
Thomas F. Flynn, President
Millikin University, IL

Association of American Universities
Francis L. Lawrence, President
Rutgers, The State University of New Jersey

Association of Catholic Colleges & Universities
Thomas Scanlan, FSC, President
Manhattan College, NY

Association of Jesuit Colleges & Universities
Edward Glynn, S.J., President
John Carroll University, Ohio

Council of Independent Colleges
Margaret A. McKenna, President
Lesley University, MA

National Association for Equal Opportunity in Higher Education
John T. Gibson, President
Alabama A&M University

National Association of Independent Colleges & Universities
Lawrence J. DeNardis, President
University of New Haven, CT

National Association of State Universities & Land-Grant Colleges
Lattie F. Coor, President
Arizona State University

National Association of Student Financial Aid Administrators
Dallas Martin, President
National Association of Student Financial Aid Administrators, DC

Washington Higher Education Secretariat
Judith S. Eaton, President
Council for Higher Education Accreditation, DC

ACE Project Advisory Board Members

Philip G. Altbach, Professor
Boston College

Andris Barblan, Secretaire General
European University Association

Sheila Biddle, Senior Research Scholar
Columbia University

Christine Corey, Senior Program Officer
International Education and Graduate Programs Service
U.S. Department of Education

Eva Egron-Polak, Vice President
International and Canadian Programs
Association of Universities and Colleges of Canada

Elaine El-Khawas, Professor
George Washington University

John D. Holm, Professor and Executive Director
Center for International Services and Programs
Cleveland State University

D. Bruce Johnstone, Professor
SUNY Buffalo

Josef A. Mestenhauser, Professor
University of Minnesota

N. Brian Winchester, Director
Center for the Study of Global Change
Indiana University

ACE Center for Institutional and International Initiatives

Madeleine F. Green, Vice President

Fred M. Hayward, Senior Associate and Project Director

Barbara Turlington, Director of International Education

Laura Siaya, Research Associate

David Engberg, Program Associate

Maura Porcelli, Program Associate

Debbie Knox, Executive Assistant

Elisabeth Siegmund, Executive Assistant

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC®

REPRODUCTION RELEASE

(Specific Document)

SO 034504

I. DOCUMENT IDENTIFICATION:

Title: Public Experience, Attitudes, and Knowledge: A Report on Two National Surveys About International Education	
Author(s): Fred M Hayward and Laura M. Siaya	
Corporate Source:	Publication Date: 2001

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1 ↑ [X]	Level 2A ↑ [ ]	Level 2B ↑ [ ]
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Madeleine F Green	Printed Name/Position/Title: Madeleine F Green, V.P.
Organization/Address: American Council on Education One Dupont Circle, NW Washington, DC 20036	Telephone: 202. 939. 9418 FAX: 202. 785-8056 E-Mail Address: madeleine_green@ace.edu Date: 1/22/03

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/ChESS
2805 East Tenth Street, Suite 120
Bloomington, IN 47408-2698

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)